

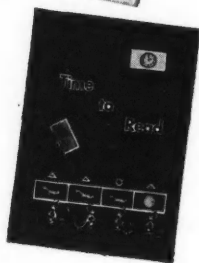
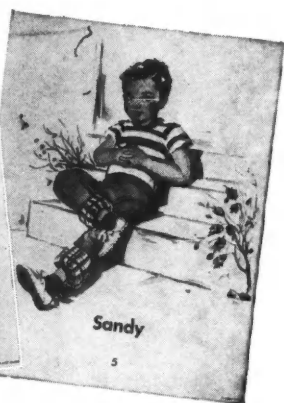
the **ATA**
magazine

MAY 1960



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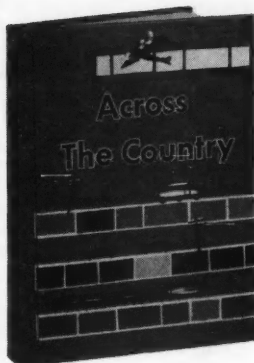
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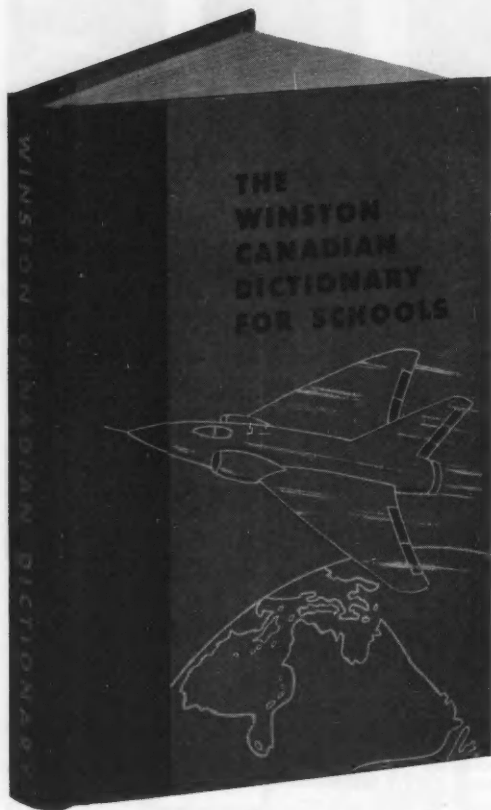
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Difficult days for the teacher! The warm, bright days of May make mathematics, language, and social studies seem more laborious than usual. Jeans, T-shirts, gloves, bat and ball become standard equipment for our budding big-leaguers.



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THE ATA MAGAZINE

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the **ATA** magazine

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Important Decisions

This issue of the magazine is extraordinarily large for May. Part of the reason is the inclusion of resolutions passed by the 1960 Annual General Meeting. We know that you will find reading of resolutions a time-consuming exercise, but the reading should be prescribed for all that.

Examination of the resolutions shows that the Association has committed substantial time, effort, and money in the area of professional development. In this regard, one of the more significant steps taken was to approve the formation of specialist councils. These councils would have as reason for their formation and continued existence the objective of improving practice in such fields as language, mathematics, social studies, and so on. Another resolution of importance to education and teachers was that the Association be represented on any body set up to determine criteria for accreditation of schools and school systems. It seems to teachers that the basis for accreditation is crucial if education is to be improved as a result.

Another resolution which reflects the attitude of teachers to teaching is that which proposes that the choice of how to teach and how to organize for teaching be the prerogative of the teacher.

By far the most significant resolution adopted by the Annual General Meeting was that which, endorsing

a recommendation made by the Cameron Commission, proposes that the Association have jurisdiction over the competence, ethics, and certification of its membership. President Staples touched on this matter in his report to the Annual General Meeting. He noted that acceptance of this responsibility would create serious problems for the Association. To accept responsibility for competence without having considerable responsibility for certification would be sheer folly. We are sick and tired of being asked why we don't do something about those misfits in teaching, when we have had no part in their certification. When it comes to decertification of classroom teachers for incompetence, we must be careful to assume such a grave obligation only if we are able to establish by careful and objective investigation that a teacher is obviously incompetent.

One of the more heart-warming actions of the 1960 Annual General Meeting was the decision to improve the pensions of teachers who are retired. Teachers again showed their inherent generosity when they voted the increase. They did this in contradiction to the generally accepted principle that pension improvements are seldom made retroactive.

The 1960 Annual General Meeting also dealt in general with the problem of economic sanctions as applied to teachers' salaries. The Association is now on record as approving only those sanctions which apply to teachers whose date of certification is subsequent to the effective date of the agreement which first specifies the sanction. The only policy the Association had endorsed up to this year was the practice of limiting experience increments for teachers holding letters of authority or interim certificates. In effect, the new policy approves limitation of increments only as related to the date of certification of teachers.

Teachers ponder the "pass" problem every spring. An addition to the research and published articles on the subject is this piece by Dr. Roy A. Lieurance, who says that views are changing on what is best for the child. The author is professor of education at Mississippi State College for Women. His article first appeared in the *Mississippi Educational Advance* for April, 1960 and is reprinted with permission.

BUT I just can't pass David to the seventh grade. He reads like a fourth-grader, and you should see his arithmetic papers."

"Martha is my problem, but she is such a big girl, and has repeated one grade."

An older teacher entered the conversation. "When I started to teach I set my standards high. If a boy couldn't do the work he knew where he would be next year. Sometimes the principal let them repeat under someone else, but it didn't seem to help. I don't know whether I am wiser or just getting soft-hearted, but I will take a long, hard look before I retain anyone from now on."

Every spring this conversation with its multiplicity of details and viewpoints is repeated wherever teachers meet. Should David and Martha be promoted to the seventh grade? We would certainly need more information, but the odds are at least ten to one that they should.

The problem is largely one of our own making. We have developed the graded school with rather definite ideas of what should be completed in each grade. We have spent centuries developing a curriculum for the average or above average pupil, and then we pretend to be perplexed because the below average student does not move through it smoothly.

The school grade is a useful adminis-

trative device, but it ignores much of what we know about human growth and development. As long as we adhere to a rigid grade structure with its artificial steps at each year or half-year, it will be possible to treat only the symptoms of the promotion problem. We must eliminate some of the artificial barriers, break down rigid grade requirements, and allow children to flow through the system with full consideration for physical, social—in fact for all other growth than just mental. The alternative for the above suggestion is either to abandon the idea of mass education or to muddle along with inadequate half-measures. To bring a change in promotion philosophy requires a change in people—their beliefs, their attitudes, and in the way they are taught.

Human intelligence ranges on a continuum from the inferior to the gifted. After granting that a few will be so low that they will not become a part of the school population, we still have nearly as many in school below the median, or 100 IQ level, as we have above it. Barring birth injuries and rare diseases, the promotion problem starts for many children at conception, for it is then that the hereditary factors for abstract learning are established.

Basing expected progress on intelligence alone, let us trace the plight of a

To Pass or Not to Pass?

boy with an IQ of 80. At the chronological age of six he enters the first grade with other boys and girls. At the end of the first semester he is expected to begin formal reading. To succeed he should have a mental age of from six years, four months to six years and six months according to the various studies. Our subject has a mental age just slightly above five years and is further handicapped by the mere fact that he is a boy. Boys at beginning of school age are often six months behind the girls in their development. One study shows that of the six-year-olds that fail reading, 90 percent are boys.

Our boy is off to a bad start. From grade to grade this reading lag will increase. At about the beginning of the fourth grade he will be expected to begin reading independently for content, and the lag will begin to hurt. When he has spent six years in elementary school, even if he has exerted himself to his full potential, he will be at least two years behind his more apt, "average" companions. No amount of incentive or holding to grade standards could have moved him farther. It is more realistic to assume that the frustration of repeated failure, his built-in short attention span, and his seeking for recognition in non-approved channels has placed him even farther behind.

Questions to consider

During this time our boy's body has been growing at a normal rate, in-school and out-of-school bonds have been formed with his own age group, and his social IQ may be well above his mental IQ. To what extent would this child and others like him have been helped by repeating one or more grades? Will a greater achievement level result from a year spent as a repeater or one spent at the next higher level? Shall we allow such students to graduate from high school? These are some of the questions that we wish to consider.

An educational speaker in 1896, stated that no child should be promoted under any circumstances unless he had met the academic standards of the grade in every subject taught in that grade. The other extreme is to promote every child at the end of each school year without inquiry. According to the latter plan a child entering Grade I at the age of six would automatically enter the junior high school six years later. A sane policy seems to be somewhere between these extremes, but the little difference in the homogeneity of academic ability at Grade VII in the 100 percent promotion schools as compared with those employing modified promotion techniques is amazing.

The problem has not suffered for lack of study. In the nine-year period from

January, 1934 to January, 1943, over 400 research studies and educational articles dealing with various phases of pupil progress were published or prepared. Since that nine-year sampling the subject has certainly not been neglected.

In a study of 500 school systems with a wide range of sizes it was found that 63 percent of the superintendents favored promotion of all children to the junior high school who had spent six years in the elementary grades. In addition, 56 percent said that any student who was 15 or older, and who had spent three years in junior high school, should be promoted to the senior high school. Of the same superintendents, 76 percent favored a trial promotion (perhaps six weeks) to junior high school of all borderline sixth-grade pupils. The subject matter purists object to this last procedure because it is difficult to demote the child at the end of the trial period if he is not adjusting successfully.

After reviewing some of the pertinent studies previous to 1941, Jacobson and Reavis came to the conclusion: "The implication is clear that the irregular progress or failure of pupils has not improved the achievement of the children."

When W. T. Harris was superintendent of schools in St. Louis (1868-1880) he experimented with a promotion system which allowed pupils to advance each 10 weeks. This plan was later abandoned. Many of the larger schools promote on a semester basis, but this practice is not as prevalent as it was a few years ago. At the present, about one-third of the schools have semi-annual promotion and the remainder promote at yearly intervals. The failure rate is much higher in schools where a child can be required to repeat a half-year of work instead of the entire grade.

Reading linked to failure

The philosophy concerning failure seems to be undergoing a change. In 1910 the national failure rate was 15 percent. By 1955, this figure had dropped to three percent. Twenty percent of the

boys are retarded one year during their elementary schooling while just slightly over half of this number of girls are so retarded. Retardation is most common in the first grade. A study made between 1920 and 1940, covering schools with a total enrolment of 1,750,000 pupils, showed the first-grade non-promotion rate to be between 15 and 16 percent. The first three grades taken together account for 85 percent of the non-promotions in a typical school. The most common subject failure in the first three grades is in reading, and in Grades IV to VI is in arithmetic. Poor reading ability is the number one handicap as a child progresses in school. Recent studies have linked it by a high correlation with juvenile delinquency. A study of 144 slow-learning seventh-graders showed that only three and one-half percent read at the seventh grade level. Forty-one percent read only at fifth grade level, and nearly 30 percent could average only fourth grade in achievement. A six-year reading spread is not uncommon in a typical high school class.

Some variations of the five following statements are most commonly given as a reason for not promoting slow students: (1) It maintains the standards of the graded school. (2) It reduces the variability in achievement levels within each grade, making instruction easier. (3) It serves to motivate pupils to work harder and learn better the subject matter required for promotion. (4) It provides an opportunity for slow learners to bring their achievement level up to standard. (5) Non-promotion brings about better emotional adjustment by placing children in a grade most consistent with their achievement level. A little objective study will prove that none of these five statements are true.

Six things we can do

A school, with the serious intent to move toward a solution of this problem, may do these things.

- Make an age-grade and age-progress
(Continued on Page 57)

Irate Merit

"Of neither too abstract or studious nature on a timely and important matter," says our author.

I. WEISSNIGHT

A SCIENTIST like me finds it very hard to understand the extreme, even frenzied, opposition of the teaching profession to any plan for merit rating. In many respects the teachers' attitudes resemble those of the laborers in England at the beginning of the Industrial Revolution, who rioted against the use of the new machines which they did not understand and which they felt would depress their standard of living. At that time, they did not see—they could not, in fact, be expected to see—that what they were opposing so violently was the beginning of a great new era which would result in raising immeasurably the general living standards. By the same token, it appears that teachers today cannot visualize the great things which will result from the adoption of merit rating.

There are, however, some voices crying, "Forward". In the *Canadian Research Digest* we read: "A critical evaluation of the teacher is necessary. Not only must we know about her background, training, abilities, and skills, but we must come to know, much better than we do now, how to plan for more effective development of teaching abilities." Beautifully simple, scientifically exact, merit rating is the great instrument for the improve-

ment of education. I hope this will become clear as I proceed. I propose to show the procedures to be undertaken, the methods which must be applied, and some of the research which will be necessary to create an effective and accurate and reliable scheme of universal validity.

That is neither as difficult as the opponents of merit rating claim nor as easy and simple as its proponents wish. In theory, the procedure is straightforward and simple; in practice, there are many problems. These, however, will be solved in due time as the necessary research proceeds. One has only to discover the variables that affect the teaching-learning situation, as Cantor so aptly calls it, and to assess their interrelationships. After that, a simple formula, or a complex one, for that matter, and the thing is done. Of course, a new type of statistics may have to be developed to cope with the situation; but our mathematicians should be quite equal to that problem. That this process cannot be completed overnight shouldn't cause anyone any concern. Think of the large number of masters' theses and doctoral dissertations required to deal adequately with all the phases of the necessary investigations. Think of the advanced degrees that our members may gain through this effort and agree that the matter should not be cavalierly dismissed as a device of the trustee associations to reduce teachers to servitude.

There is hardly scope in this article to suggest all the phases to be included in

the necessary investigations. I shall content myself with indicating a few of the variables that come to mind as worthy of study in what must always be a serious scientific attempt to devise a valid system of merit rating. Once they accept the virtues of this proposal, my readers, I am sure, will be able to suggest many, many more—sufficient, probably, to keep all our educational research factories working at full steam (if steam is not now outmoded) for many years.

The passage quoted above suggests that we should start with the teachers. Well, you start with her and see how far you get. Of the teacher's characteristics, we must discover those which affect her effectiveness in the classroom situation. Not only that, we must also discover in what classroom situations the particular characteristics we have differentiated make their greatest contribution to the teacher's effectiveness. It is not likely that the same characteristic will make the same contribution to effectiveness in all situations.

First, and, obviously, for many good reasons, as the Frenchman said thankfully, there is the characteristic of sex, male and female. In our formula, this will become Sf and Sm or, in the language of statistics, S sub f, and S sub m. If that, as Doctor Sheldon used to say, doesn't discombobulate somebody, I don't know what will. This is a fact in the teaching situation that must be carefully studied. What is the relationship, is it positive or negative, between both Sf and Sm and teaching effectiveness at various grade levels? There is an opinion at present that women are more effective than men as teachers for junior grades and that men are more effective than women at senior levels. This opinion, however, has never been adequately supported by the results of carefully conducted investigations and may, in fact, be completely discredited when the studies we have suggested have been completed. At the very least, we should discover the point in our system where Sf ceases to contribute anything to the teacher's effectiveness and where Sm

should, therefore, merit some extra points for salary purposes.

But there are other factors of importance. Our continued interest in the obvious leads us to select the factor P, or physical dimensions, as one. Research on this factor has fascinating possibilities, so much so that I marvel that some enterprising graduate student hasn't already embarked on it. It is quite possible, of course, that there may be some unpublished theses available on this topic, though I have seen no mention of them in the literature.

It must be obvious to all my readers that this factor P does have a bearing upon a teacher's effectiveness. Take the question of height or tallness, for example. There must be some points in the continuum of tallness above and below which height or the lack of it interferes with a teacher's effectiveness. How is it related to discipline for one thing? Who knows? All we have now is supposition. We think the big guy is impressive. But is he really so—I mean in the classroom? So also with weight, and with those very interesting measurements expressed in the formulas, so frequently quoted in the flossier magazines, 35-24-36, whatever that means. Surely differences in such statistics are of significance or they wouldn't receive the publicity they do. But, do they affect the teacher's effectiveness? Is a 35-24-36 more or less effective than a 40-38-40 or a 30-30-30, and at what grade levels? Again, who knows? If we are to have a scientific system of merit rating that all of us can defend, research must tell us. We cannot afford to ignore any factor that may be significant. Studies will probably reveal whether or not it will be possible to utilize a simple tape measure as one of the determinants of a teacher's effectiveness.

I have mentioned two or three of the possible subfactors to be included under the factor P. It might be necessary to raise one or more of them to the status of a factor. In the end, however, we shall have either a single complex factor or a

(Continued on Page 35)

Innisfree principal writes about —

Local Government Day

H. P. CHOMIK

THE improvement of instruction is generally considered an important responsibility of the school principal. With this in mind, members of the principals' association of the Vegreville School Division decided that one of their projects would be to provide for further assistance to the social studies teachers. Unit V of the Social Studies 30 program was selected since much information could be obtained locally. Thus was born the idea of a Local Government Day with guest speakers having years of experience in a particular field.

In a new undertaking such as this, we wanted to be sure of large scale involvement but we were not certain whether all teachers should participate in the program or, indeed, whether all teachers would cooperate. Then we wanted to be reasonably certain that the project would stimulate learning. Finally there was the problem of organization. As a result of discussion we decided that a committee should be charged with the responsibility of investigating the feasibility of the project and, if possible, of developing a general plan.

At the first meeting of our association in October, the committee reported that the objectives of the Local Government Day should be realistic and practical and that they should provide a framework

within which the teacher might build the objectives of the social studies program. The committee also contended that the real value of such a project would be, not in testing the ability of students to understand the facts learned, but rather to understand their meaning for them. The project should be primarily used to help the student identify the local counterpart of what he studies in his book—in other words, transport him from a world of printed material to a world of people. He must clearly understand and realize that the local instance is the reality that he has studied in the textbook. The second important objective would be to improve the attitude of the student towards such things as respect for private and public property; the place of youth in a living democracy; tolerance towards laws and people; the need for social services; the need for economic and social security and stability.

In making these recommendations the committee noted that there would be several factors which would influence the educational outcome of such a day. Materials available, methods of presentation, spirit of the pupils, and the personal characteristics of the guest speakers would determine the end result. We were of the opinion that these

factors should be considered when we attempted to evaluate the results of the project.

The committee also suggested that the teachers prepare the students by making a thorough study of the unit in class. This would, of course, result in overlapping but the major function of the project should be to supplement and complement the instruction. We thought that the speaker could do little more than describe and analyze the forms of organizations and leave to the teacher the task of combining and separating the facts into an acceptable pattern.

The committee's recommendations furnished an acceptable outline for a pro-

gram and the association decided to move ahead on the following basis.

■ A planning committee would deal with organization and preparation.

■ Every social studies teacher in the division would participate in the finalization of the program. The thinking here was that the teacher was closest to the classroom and the child and would have the most recent practical experience. Furthermore, since she would be expected to assist in the evaluation of the program, she should have a responsible part in its production.

■ In the light of time available, which included travelling time to and from participating schools to the central

Program

Local Government Day

9:30- 9:35—Welcome and Introduction—H. P. Chomik, principal of Innisfree School

9:35- 9:50—Organization and Fields of Responsibility of a Municipality—A. W. Roland, reeve, Municipal District of Minburn

9:50-10:15—Municipal Finance—R. W. Hay, secretary-treasurer, Municipal District of Minburn

10:15-10:30—Municipal Services—Chester Gamble, field supervisor, Municipal District of Minburn

10:30-10:40—Intermission

10:40-11:00—Organization and Operation of a Village Council—George Pemberton, secretary-treasurer, Village of Mannville

11:00-11:20—Organization and Operation of a Town—John Koshuta, mayor, Town of Vegreville

11:20-12:00—Organization and Operation of City Government, Local Improvement District, and County—A. R. Isbister, Department of Municipal Affairs

Lunch

1:00- 1:30—Organization and Administration of a School Division—F. B. Facey, superintendent, Vegreville School Division

1:30- 1:45—Administration of a Municipal Hospital—Ralph Rudd, chairman, Mannville Hospital Board

1:45- 2:05—Organization and Services of a Health Unit—Miss M. Black, Health Unit Nurse

2:05- 2:20—Civil Defence—Chester Gamble

2:20- 2:40—Provincial Control and Supervision of Local Government—A. R. Isbister

2:40- 3:00—Question Period

point, speakers were assigned specific limits.

■ The consent, interest and support of the divisional board would be sought.

The planning committee was made up of one principal selected by the association and three social studies teachers nominated by the superintendent. The first major task of this committee was to canvass the community for available materials and speakers. The Vegreville School Division is coterminous with the municipal district of Minburn. Enclosed within this area are two hamlets, three villages, and one town. Utilizing the information gathered, the committee, together with the teachers, decided upon topics and appropriate guest speakers. The actual program is shown.

Timetables were prepared for each pupil in Grade XII taking social studies. School vans brought the pupils in to Innisfree at 9:30 and took them home at 3:00.

To evaluate the project, we used individual and group appraisal techniques. There was unanimous agreement that the project had stimulated interest in this section of the Social Studies 30 program. Teachers thought that the experience had contributed much towards a more practical understanding of local government, and both teachers and pupils thought the project should be repeated each year.

Our principals' association was pleased with the results of the Local Government Day project, because it was in some sense a new approach to the relation of theory to practice. We realize that if the day is repeated there are some problems to be solved and some adjustments to be made. We wonder, for example, if the speakers should not be consulted when the program is planned. How could the preparations be made more efficiently? Should the time be distributed according to the importance of the topic? No doubt we will have other problems to consider and other suggestions for improvement before our next Local Government Day is staged.

Alberta Conference on Television in Education

The first Alberta Conference on Television in Education will be held on the University of Alberta campus in Edmonton, Thursday and Friday, June 2 and 3. Representatives of The Alberta Federation of Home and School Associations Incorporated, the Alberta School Trustees' Association, the Department of Education, The Alberta Teachers' Association, and the Sunwapta Broadcasting Company Ltd. have completed organization and arrangements.

Through the generosity of The Ford Foundation, men of wide experience in this particular field will take a leading part in the proceedings of the conference. Expected to be present are: John J. Scanlon, Program Association, The Ford Foundation; Robert B. Hudson, vice-president, National Education Television and Radio Centre, New York; Bruce Adams, director of teaching aids, Board of Education, Toronto; and R. S. Lambert, director of school broadcasts, Canadian Broadcasting Corporation, Ottawa.

The purposes of this conference are to explore the possible contribution of television in education at all levels, to provide information on the development of television in education in other countries, and to outline recent technological advances. Special study will be made of the contribution which TV can make to Alberta education.

The conference is open to representatives of all organizations interested in the possible use of TV in education. Delegates will include professional educators as well as laymen. Registrations to a maximum of 80 will be considered by the conference committee. Registration forms may be obtained through the office of Duncan Campbell, committee chairman, who is director of the Depart-

ment of Extension, University of Alberta, Edmonton. Applications should be forwarded immediately. Limited accommodation is available to delegates in residence.

Conference sessions open at 9 a.m., June 2 and will continue in morning and afternoon meetings. Each day, one session will be devoted to a symposium on certain aspects of the main topic and at other times there will be panel discussions. All delegates will visit the studios of CFRN-TV for practical demonstrations. Time will be provided in all sessions for discussion and questions.

On the evening of June 2 a public lecture will be given in the amphitheatre of the Medical Building on the campus.

Robert B. Hudson will speak on the subject, "The Role of Television in Education".

Members of the conference committee are: Duncan Campbell, director, Department of Extension, chairman; Mrs. Barbara White, secretary; E. J. Ingram, executive assistant, The Alberta Teachers' Association; S. Lancaster, manager, CFRN-TV; R. A. Morton, supervisor of school broadcasts, Department of Education; Mrs. W. G. Porterfield, chairman of audio-visual committee, The Alberta Federation of Home and School Associations Incorporated; and T. C. Weidenhamer, general secretary, Alberta School Trustees' Association.

Notice regarding Refund of Contributions

Forms for use in applying for refunds of contributions may be obtained from the office of the **Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.**

According to a regulation of the Board of Administrators, effective since July 1, 1954, applications for refund are placed on file until four months after August 31, if the teacher taught to the end of the school year, or until four months after the date of the last contribution, if the teacher withdrew from teaching during the school year. This regulation is necessary for the following reasons:

1. It provides protection for the teachers who have resigned in June or July, with no intention of returning to teaching, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, relinquishes all accrued benefits in the Fund.
2. All contributions must be received and posted before the refund payment can be made.
3. The regulation helps to avoid unnecessary cost in office administration.

According to the present regulation the refund is all contributions in excess of those for the first two years with interest at three percent. Application must be made within five years of withdrawal.

If the teacher was more than fifty years of age when he began contributing to the Fund he will receive a refund of all contributions and interest, and may make application annually.

**Board of Administrators
Teachers' Retirement Fund**

DOROTHY CLANCY

A Year in an American School

Miss Clancy teaches in the
Eckville High School
in the Lacombe School Division

ONE hears much these days about the similarities between life in the United States and life in Canada. Abroad we cannot be distinguished from, or rather we are most usually mistaken for, Americans. How similar are our educational systems?

Two years ago, I made a trip to the Eastern United States and decided to teach there for a year instead of here in Alberta as I usually do. Most of the states do not accept an alien as a teacher in their public school system, so I obtained a position, through a teachers' agency, in Northampton, Massachusetts, with one of the leading private schools in the country. Among its students were daughters of the very wealthy or the socially prominent. And very nice young girls they were too, both to look at and to teach. Although I worked only in this private school, I found out through the other teachers and friends that conditions in the public schools were quite similar, although often indeed the public schools were considered inferior to the private institutions.

Education in the United States is primarily under local control, although there is a federal bureau of education in

Washington and most states maintain a department of education. This federal bureau looks after grants for education to the states and other general matters relating to schools. This means that, as the economic positions of the individual states vary, so do their educational facilities. Qualifications for teachers vary widely in individual states; although in most states, it is desirable that teachers have a teacher's certificate, it is not mandatory and many people who have college degrees may be granted authority to teach without taking formal teacher training. New Jersey probably has certification standards similar to our own and a high percentage of teachers hold a degree in education.

Teachers' salaries in the United States are, on the average, lower than our own despite what one hears to the contrary. The teachers in some of the southern states are quite poorly paid, but those I talked with in New Jersey or New York were receiving salaries similar to what we would expect in Alberta for like training and experience. The American teacher has a slightly shorter teaching year as most public schools close for the month of June. Pensions and medical

benefits are much like ours. However, in the poorer districts, such matters are left to individual schools and in many cases benefits are inadequate or do not exist at all. In the past five years teachers have been placed on social security, which is not much more than a form of old age pension, and for some teachers this is the only pension plan. In the private schools, which make up ten percent of American schools, salaries fall far below ours. Here, again, there is a shorter year but the teachers in these schools find they must work during the summer vacation in order to supplement their income; and since many of these schools offer a summer school, the teachers generally can find employment during the summer with the same school. The top salary at Northampton was about \$3500 a year with the lowest dropping to \$1800. This included room and board but most teachers had certain housemother duties as well as some office work. There was no pension or sick leave given there either. Two of the older teachers, who at 70 had not earned enough to retire in any degree of comfort, died last winter, in harness as it were.

High school programs in America stress language and physical education with considerable accent on foreign languages in the private schools. In fact, at Northampton, the educational bill-of-fare consisted of four 40-minute classes and two spare periods each morning; and in the afternoon, apart from classes involving laboratory work, there were two 40-minute classes of physical education and a study period. It was possible to graduate with one science and one mathematics course. Such subjects as music, Bible, or art were often taken as substitutes for more academically difficult studies.

That the private schools seldom get inspections possibly accounted for some lapses in sequence of courses. For example, one history course stopped with the Roman Empire and the next one began with the Renaissance, with the Dark Ages once again being disassociated with learning. Pupils were allowed to

enrol in classes for which they had no prerequisites. Pupils from Grade X to XII, known as "middlers" and "seniors", were in my senior biology class. Some of them had not had any previous high school science but thought they would like to take biology. Many of them had not had science in the junior high school either, although I imagine this state of affairs will have changed by now, as much has been said about the lack of science instruction in the United States schools ever since the Russians put a satellite into orbit. Another factor contributing to this lack of coverage in subject matter was the practice of having each teacher set her own courses and select textbooks without any kind of a course of studies to follow.

Promotion was based chiefly on the year's work, with half the marks being granted on the results of averages of marking periods. These marking periods were half a month in duration. At the end of that time, the teachers gave a test and averaged it in with marks on each day's homework and chapter tests. There were also mid-term exams and final exams which accounted for the other half of the final grade. These examinations were all conducted on the honor system.

It was considered an insult for a teacher to be in the room where the examination was being held or to appear to watch closely if she were called in to answer a question, as this would imply lack of faith in the student's honesty. And I cannot help recalling a certain unusual motivation, or whatever, that was used by the Northampton girls during the writing of these examinations. The students were allowed to take into the examination room their pets (stuffed animals which were kept on their beds as decorations) of which they had many. They could also take with them photographs, whether of grey-faced businessman Dad or a favorite movie star. At one time, too, eating had been allowed during examinations, but this practice had been discontinued on the grounds that not all students would have suitable food to take

into an examination and that, to have some eating when others could not, constituted poor manners.

By contrast, New York State has regents which are similar to our departmentals. Many high schools vary in their promotion policies; some have students passed on the recommendation of the principal and others have regents.

Most United States colleges have boards which are entrance examinations that serve to weed out candidates who may have got through high school too easily. However, these are very general in nature and a student may choose a test in whichever subject he does best—if he is good at science he writes a science board and so on.

This specialization in high school leads to a similar specialization in college, as we have in Canada, but to a lesser extent. For example, one of my colleagues, who had a M.A. in Spanish, did not even know where New Zealand was. In all fairness, I suppose I should say that she was teaching Spanish and not geography.

Much of the lack of uniformity in school systems stems, perhaps, from their method of procuring teachers. Apparently the school boards do not advertise for teachers as they do in Canada but rather they work through teachers' agencies which charge a fee to both schools and teachers when a position is filled. Never having heard of such an agency for teachers, I wondered where all the 200,000 teaching vacancies had gone when I first came to the States and got no replies to an advertisement I had placed in a New York daily paper. But in due course I found out. For five percent of my \$2500 salary, a New York cooperative teachers' bureau found me a job. But that was last year, and now I am back home and teaching in Alberta once again.

Education is a success if you don't learn anything except where to look for the answers.

—H. V. Wade

Cameron Report Condensation

Members of The Alberta Teachers' Association and all regular subscribers to *The ATA Magazine* received individual copies of the special edition devoted to a condensation by General Secretary S. C. T. Clarke of the Report of the Royal Commission on Education.

Sufficient extra copies of the special edition were printed to supply to other educational organizations and to members of the general public who are interested in studying the Cameron Commission's report and its recommendations regarding the future of education in Alberta. These additional copies are available for 50¢ each. For ten or more copies, the price is 45¢ each. (Copies are available in larger quantities at reduced rates.)

If you would like an extra copy for yourself or for your friends, just clip out the coupon below and send it with your remittance to head office of the Association.

The Alberta Teachers' Association
Barnett House
9929 - 103 Street
Edmonton, Alberta

Please send me(copy) (copies) of
edition of *The ATA Magazine* "A Condensation
of the Report of the Royal Commission on
Education in Alberta". I enclose.....
to cover the cost. (50¢ per copy)

Name.....

Address.....
.....
.....



Preparations at Saturday's pre-AGM executive meeting . . .



. . . so that Monday's schedule can be met

Annual General

"The Association shall be governed," states section 10 of *The Teaching Profession Act*, "by an annual general meeting which shall be held during Easter week of each year . . ." and the spirit and intent of this section were very much in evidence at the forty-third Annual General Meeting held at the Palliser, Calgary, April 18 to 20, 1960.

Warning that the 260 councillors meant business was served early in the sessions when it was moved that all morning sessions start at 9:00 a.m. instead of the scheduled 9:30. Thanks to the very fine work of the Resolutions Committee, headed by A. D. G. Yates, and the diligence of the councillors, nearly 80 important resolutions dealing with all aspects of Association affairs were dealt with during the sittings of our ATA parliament.

Highlights of the legislative session included the passing of a near half-million dollar budget for 1960; the deci-

sion to proceed with a new head office building as soon as possible; a decision to bolster the pensions of those teachers who retired between March 31, 1939 and July 1, 1959; endorsement of many of the recommendations of the Cameron Commission report; and the decision to set up specialist councils to encourage professional activity in the various subject fields.

Monday morning was taken up with the formalities of opening the session, including addresses of welcome and fraternal greetings. Alderman G. MacEwan brought greetings from the City of Calgary. The Honorable A. O. Aalborg brought the best wishes of the Department of Education and congratulated the Association on the marked growth it has shown in professional responsibility. "Evidence of this is found in the way you have met the challenge of the Cameron Commission," the Minister stated, "not only in the way you pre-



*President Staples
opens our parliament . . .*



. . . and the Minister brings greetings

Meeting, 1960



*. . . and Canadian Teachers'
Federation President Ian Boyd*



along with Dean Coutts . . .

sented your submission, but also in the way you are giving close study to the report." Dean H. T. Coutts brought greetings from the Faculty of Education and urged that ATA locals give consideration to more assistance to the Alberta Advisory Committee on Educational Research, so that it can continue its good work. Greetings were also brought by R. H. Jeacock, who urged ATA members in the field to give leadership in their home and school associations in the careful study of the Cameron Commission report. Other speakers included Ian Boyd, president of the Canadian Teachers' Federation; W. S. Korek, Alberta School Inspectors' Association; F. C. Bodie, Alberta Federation of Labour; Mrs. Inez K. Castleton, director, Canadian College of Teachers; and T. C. Weidenhamer, general secretary, Alberta School Trustees' Association.

The annual banquet was highlighted by an address by Dr. Gordon Mowat, vice-chairman of the Cameron Commission. He warned that the Commission's recommendation for four years of university education for all teachers by 1971 may well cause a division of opinion even among the 1960 Alberta teaching force. "This objective has long been promoted by The Alberta Teachers' Association," Dr. Mowat said. "However, not all of its members see the need for this. No other recommendation of the Commission has received such public support as this one," he went on. "It is the task of the Association to create an awareness of the need. If there is uncertainty among the teachers, there will be among the public."

Turning to the Commission recommendations regarding teachers' salaries, Dr. Mowat warned of the danger that the majority of ATA members may thrust obstacles in the way of the development of proper salary scales for the professional level of teachers. "Divergent aims in this area could well create a dilemma,"

And so to—



— Resolutions



— Debate



— Reports



Recess discussions . . .

*. . . and a respite
between sessions*



And at the banquet—



*Trustee Paterson receives
our highest honor . . .*

*. . . and
Dr. G. L. Mowat highlights the
Cameron Commission report*



he warned. "The Association must concentrate on securing professional salaries for professional teachers."

The guests at the banquet also saw President Staples present the ATA's highest award, an honorary life membership, to G. C. Paterson of Lethbridge. Mr. Staples congratulated Mr. Paterson for his long years as a trustee in the service of Alberta education. "It is a privilege for my Association to recognize the selfless service of trustees such as yourself," President Staples stated in presenting the scroll. "We have always known you as a tolerant, upright, and honorable gentleman who typifies the kind of trustee that teachers like to work for."

The final hours of the convention saw the retirement of Inez K. Castleton of Calgary as past president, after long and arduous service throughout the years. Retiring President Staples presented her with a desk-set on behalf of the teachers she had served so well. On receiving the gavel from Mr. Staples, President-elect Art Yates congratulated the retiring president on a job well done. "You have acquired an enduring ATA reputation on four counts," Mr. Yates told him. "Those of us who have served with you know the painstaking preparation which you have made for any official activity you undertook. You have represented us very capably before our own membership, before the general public, and before the government and the Faculty of Education. You have shown courage and steadfastness many times in your term of office as our president, and finally, you have won for The Alberta Teachers' Association a host of friends both within and outside of educational circles."

Any account of our forty-third AGM would be incomplete without a comment on the very fine service offered the delegates by the management and staff of the Palliser Hotel. The cooperation in facilitating the work of the convention exceeded the usual service offered.

—J. D. McFetridge



*Past President
Castleton retires . . .*

*. . . and incoming
President Yates takes the gavel
to close the
forty-third Annual General Meeting*



Executive Council
The Alberta Teachers' Association
1960 - 61

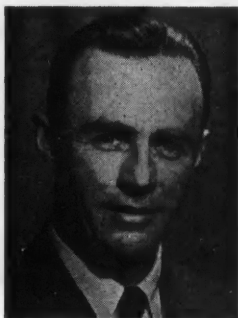
Executive Officers



A. D. G. YATES
President



J. A. McDONALD
Vice-President



R. F. STAPLES
Past President



S. C. T. CLARKE
General Secretary

*District
Representatives*



E. J. L. GUERTIN
Northwestern Alberta



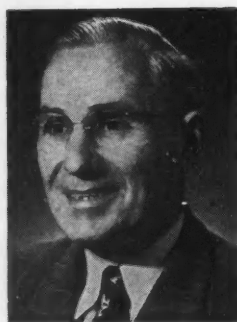
A. J. SHANDRO
Northeastern Alberta



H. C. McCALL
Edmonton District



L. JEAN SCOTT
Edmonton City



D. A. PRESCOTT
Central Western Alberta



N. P. BRAGG
Calgary District



JEAN SAVILLE
Central Eastern Alberta



ELIZABETH W. DUFF
Calgary City



LUCY I. M. MILNE
Southeastern Alberta

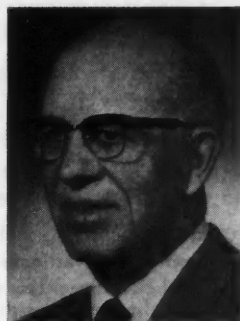


T. F. RIEGER
Southwestern Alberta

***Staff
Officers***



F. J. C. SEYMOUR
Assistant General Secretary



W. ROY EYRES
Executive Assistant



J. D. McFETRIDGE
Executive Assistant



E. J. INGRAM
Executive Assistant

Teachers'

Here, in summary form, is what teachers, vice-principals, and principals should know about engagement, termination, and transfers. Keep it for ready reference.

Points to Remember

- ✓ A temporary teacher's contract terminates automatically on the date set out in the contract.
- ✓ Teachers served with notice of termination should contact head office immediately.
- ✓ If there are conditions to your acceptance of engagement, such as school, grade, rent for teacherage, etc., such conditions should be in writing and should be signed by both parties.
- ✓ Every teacher has eight days following the date of the offer of a position to investigate salary, living accommodation, and the relationships among the school board, teachers, superintendent and public.
- ✓ Except for temporary teachers, there is no written contract between a teacher and a board in Alberta. The offer of a teaching position, the acceptance by the teacher, and the salary agreement in force form the contract.
- ✓ Insist on receiving a copy of the salary agreement so that you can check what salary you will be paid.
- ✓ If a teacher is or has been participating in a strike under *The Alberta Labour Act*, any contract of employment entered into by the teacher and another board before the strike is terminated is void, unless the board involved in the strike consents in writing to the teacher's accepting employment with the other board.
- ✓ If further information is required, or if you are considering making an application or accepting the offer of a teaching position with a school board which is in dispute with The Alberta Teachers' Association, you should contact head office.

Contracts

Engagement

- An application for a teaching position should be either by letter or by filling out an application form provided by the school board.
- If the school board offers the teacher a position following application, or without application, the teacher has eight days after the date of the board's offer to accept.
- When a teacher accepts the school board's offer, a contract has been made, and the teacher is bound to begin teaching on the day school opens in September.
- If the teacher does not accept an offer within eight days, no contract exists.
- After the eighth day the teacher may notify the board that he wishes to accept the offer.
- If the board, within four days after receipt of the teacher's statement that he wishes to accept the offer, notifies the teacher that he is under contract to the board, a valid contract has been made from the date of such notification.

Termination of contract

By a teacher

- No teacher shall give notice to terminate a contract effective in any month except July or August, unless he obtains the approval of the Minister of Education.
- A notice to terminate a contract must be given in writing and may be delivered in person or by registered

mail, and, in the latter case, it is assumed that the notice has been given on the date of mailing.

- If a teacher intends to leave teaching, he must resign on or before June 15.
- If a teacher intends to enter a contract with another school board, he must give notice on or before July 15 of his intent to terminate his existing contract, provided, however, that if a teacher enters a new contract with another board, he must give notice of termination of his existing contract within eight days after the new contract has been made.

By a board

- No school board shall give a notice to terminate a teacher's contract effective in any month except July, unless it obtains the approval of the Minister of Education.
- The school board shall give a notice to terminate a teacher's contract, effective in July, on or before the preceding fifteenth day of June.

General

- Subject to the foregoing provisions relating to termination, either party may terminate a contract by giving at least 30 days' notice in writing to the other party.
- No teacher shall give notice to terminate a contract under which he has not yet rendered service until he obtains the consent of the Minister.
- Teachers are not required to resign at the request of a school board.
- Any teacher who is served with a

notice of termination or who is asked to resign should contact head office immediately.

- All applications for a hearing before the Board of Reference must be filed with the Minister of Education not later than June 30.
- No application for a hearing before the Board of Reference shall be made in any case where the contract has been in force for a period of less than 12 months or in any case where the contract has been terminated with the approval in writing of the Minister of Education.
- A school board may suspend or dismiss a teacher summarily for gross misconduct, neglect of duty, or for refusal to obey any lawful order of the board. The board must give notice in writing to the teacher and transmit a written statement of the facts to the Minister forthwith. The teacher may appeal to the Minister within 15 days.

Termination of designation

- A school board or a teacher may give 30 days' notice of termination of the teacher's designation as principal, vice-principal, or assistant principal on or before June 15.
- The principal, vice-principal, or assist-

ant principal may, within seven days of receipt of the notice, request in writing a hearing before the board.

- The board shall, if a hearing is requested by the teacher, within 14 days after receipt of the request, hold such hearing.
- If, following the hearing, the board does not withdraw its notice of termination of designation, the teacher may within seven days after the hearing appeal to the Minister of Education.
- The Minister of Education shall, following such appeal, cause an investigation to be made and may confirm or disallow the termination.

Transfers

- A board may transfer a teacher from one school to another at any time during the school year.
- The board must give a teacher seven days' notice in writing of such transfer.
- The teacher may, within seven days after receiving such notice, appeal for a hearing before the board.
- If the teacher requests a hearing, the transfer shall not take effect until the teacher has appeared before the board.
- A board shall not transfer a principal, vice-principal, or assistant principal.

ATA Golf Tournament

The fifth annual ATA golf tournament will be held at the Red Deer Golf and Country Club on Farmers' Day, Friday, June 10, 1960. For the second time, a competition for lady teachers and wives of ATA golfers will be included. The success of last year's tournament at Red Deer indicated increasing interest, and it is hoped that this year a larger number of entrants will attend.

Teeing-off time will be 11 a.m. The entry fee of \$6 (\$1 higher than last year because of an increase in green fees) will cover dinner, prizes, and fees.

Executive of the tournament includes:

Joe English, president; George Lewis, first vice-president; Joe McCallum, second vice-president; Bill Matheson, secretary; Bob Albrecht, convener; Patricia George, Mrs. Marion Moore, Gus Bruns, and Elvin Skattebo; and W. Roy Eyres, tournament captain.

This is a chance to golf with old friends and at the same time to make new ones. Those who wish to enter should send their name and address, with a deposit of \$1, to Mr. Eyres at Barnett House, 9929 - 103 Street, Edmonton, by June 1. Let's make this year's tournament better than ever!



One For All

THE PRESIDENT'S COLUMN

As I write my first "President's Column" for the magazine, my thoughts go back to President Staples' report to the Annual General Meeting. Perhaps you, too, sensed the tempering of the achievements of the past as our president sought to outline the problems of the future.

I need not say anything about the business of the Annual General Meeting because it will be reported in detail elsewhere. But I want to compliment the councillors who represented you. Through three gruelling days they took part in debate which was spirited, provocative, and at all times statesmanlike. Different points of view were espoused with ability and vigor. On key issues the councillors never failed to show a united stand, the characteristic which has marked ATA members down through the years.

Our unity and our drive are factors which have made us what we are. They are our best guarantee that the status of teachers will improve and that the interests of public education will ever have a loud and a clear voice. In what way I can help to foster this unity and keep that voice in training, I promise to serve you as president.

There is no doubt that attacks from without and doubts within our member-

ship will continue to bother us. Perhaps these are a sort of pain normally associated with the business of growing up. To those who would attempt to revamp the character of our total membership we must say that ours is the responsibility for charting the destiny of the teaching profession. We have been, are, and always will be a group united by the fact that "we teach".

For those of us who may have doubts about what our organization has done or is doing for us I would recommend as prescribed reading, "A Brief Historic Record of The Alberta Teachers' Association" by Dr. J. W. Barnett. The record shows that a spontaneous revolt among teachers against the humiliating and intolerable conditions which existed in teaching during World War I led to the formation of the Alberta Teachers' Alliance. Champions like Barnett, Stanley, Peasley, and Newland led the infant organization through its initial stormy existence. Powerful forces were mounted against the Alliance to smash for once and for all any notions that teachers might have of building a strong, professional group which could and would speak decisively and with authority in the interests of teachers and public education. That their evil design failed is

also a matter of record. It is entirely likely that the spectacular gains in membership were the direct results of these attacks. Teachers, long the whipping boys of one and all, began to see that their ultimate salvation was in banding together.

We should mark well and reflect long on the decision of our founding fathers to make The Alberta Teachers' Association an organization for all teachers. They believed that to make a profession of teaching you must begin with all of the teachers and by consistent and persistent effort gradually upgrade the group to complete professional status. With that concept we have moved forward and under no kind of pressure shall we abandon it ever.

As we proceed through the historical record we note that four major objectives were established: legal recognition of the Association, adequate salaries, security of tenure, and pensions. These thoroughly respectable and vital objectives were pursued with a singleness of purpose as the Association moved forward with the years. Let there be not the slightest doubt among our friends as well as our critics that they will continue to be areas of concern to our members.

Of Interest to Pensioners

The 1960 Annual General Meeting adopted a resolution and a by-law amendment providing for a special fee increase to supplement the pensions of certain groups of pensioners, effective May 1, 1960. It is hoped that the increased benefits can be included with the cheques sent out at the end of May.

Those teachers who went on pension between March 31, 1939 and April 1, 1948 and whose pensions now are \$65 per month will receive an additional \$30 per month from the Association. We have also been advised by the Minister of Education that the Government of the Province of Alberta has approved increasing its contribution by \$15 per

Improvement in the economic welfare of teachers and security of tenure are factors which loom large in the campaign to attract the best of our young people to teaching, and they are of equal importance in the battle to hold good teachers to teaching. I think that I make a simple statement of fact when I say that the Association's drive to improve the economic status of teachers, and the conditions under which they provide service, has been and will continue to be the only effective means of improving the nature and quality of the teaching force. If in the course of pursuing our objectives we are attacked either with or without reason, so be it. There will be few among us who would say that what we now have or what we now are would have come to us because good things come to all good people. More of us, I expect, would say that in unity there is strength, and add that he is helped who is willing to help himself.

And so to this high office of president. I bring the conviction of the wisdom of the past, a willingness to accept the problems the future may hold, and the basic belief that The Alberta Teachers' Association is and will continue to be the most dynamic force in public education in this province.

month to each of these pensioners. This will mean a total pension of \$110 or an increase of \$45 per month for those in this group.

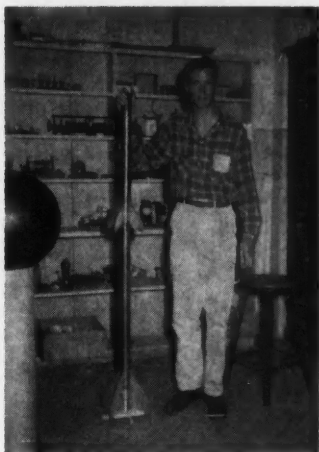
The Association also provided for an allowance for those teachers who went on pension between April 1, 1948 and July 1, 1959, whose present pensions are less than \$100 per month because pensionable service was lost on account of gaps. The increase for this group will be \$1.25 per month per year of pensionable service, to a maximum of \$30 per month.

Those affected will be about 90 in the first group and about 185 in the second group.

PROFILE

For 25 Western Canada High School students the excitement begins almost every afternoon after classes as Margaret Jackson's Science Club swings into action. Financed through the after-school sale of snacks at the Rocket Bar set up in one of the main hallways, the club is involved in a wide range of activities.

Three students — Gordon Thomson, Dagmar Kellar, and Allan Valint — are doing a study on the effects of temperature changes on the mutations of fish. Sharon Bialkowski is searching for a soluble emulsion made from citrus fruits which she can use to perfume a cold cream of her own making. Two other girl students have produced a type of bakelite and are currently working on a production of other plastics in the Science Club's workroom in the basement of the school. A working model of a Vandergraaf machine, built by Bill Allan and Dave Barlow is taking shape in the Science Club's busy laboratory. Hugh White is building an isolation unit in order to experiment with the growth of

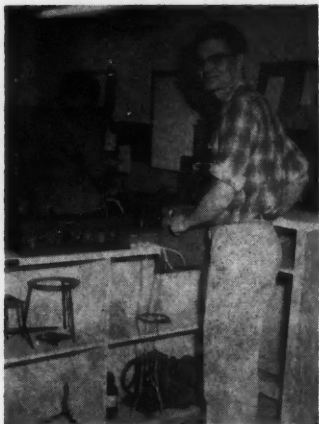


Mike Cairns works on the two-stage rocket . . .

. . . while David Barlow readies the firing panel



Miss Jackson consults with Principal Ward Steckle



plant tissue under the influence of giberellic acid. Ron Glazier, another member, is grinding the lenses for his own telescope.

In the centre of this whirl of activity is science teacher, Margaret Jackson. Born in Middlesbrough, England, she came to Canada with her parents in 1912. The family settled in Calgary, where Miss Jackson attended King George and Crescent Heights Schools. Upon graduation, she attended Calgary Normal and began a teaching career which has taken her to all parts of Alberta. "My first school near Vilna," she recalled, "contained 80 children in its one room. Grades ranged from I to XI. Most of the children could not speak English, and this necessitated two years in Grade I for most of them so that we could learn to talk together." She began working towards her university standing through summer sessions, and now holds a B.Sc. degree (1940) and a B.Ed. degree (1950) from Alberta, and is proceeding towards her Master's in education.

"The Science Club has been in operation for three years," she stated, "and we are very proud of the record of its members. Last year, three of them won scholarships and about half of our graduating students are at the university this year." Miss Jackson pointed out that high scholastic marks are not necessarily a requisite for membership in the club. "This is a working club," she emphasized. "Anyone who has a contribution to make is welcome provided that their scholastic standing is not adversely affected by time spent in club activities."

The Club's work in rocketry has stimulated wide interest among the students. Along with other Calgary high schools, the Western Canada group shares a rocket range at the Sarcee Military Camp, and enjoys the cooperation of the Canadian army in the firing of rockets built by club members. The Science Club is affiliated with the Calgary Missiles and Rocket Society, jointly sponsored by a Calgary radio station and the city police and fire departments. David Bar-

low, a Grade XII student, who acts as chief electrician in the rocket firings, was busy at work on a rocket-firing panel designed to prevent accidents when the rocket is on the launching tower. Mike Cairns showed us a two-stage rocket which the group hopes to fire in the summer. The shell is formed of low carbon steel pipe, with a carefully machined vent at the end of each stage designed to produce maximum thrust when the powdered zinc and sulphur fuel is ignited through the firing panel. "The rocket holds about 10 pounds of fuel," Mike stated, "and develops roughly 1,000 pounds of thrust in the first stage. A second stage is ignited in mid-air by means of a fuse, triggered by the burn-out in the first stage."

To date, the Club has fired six rockets, two of which have been two-stage affairs. "We never did find the second stage of the last one we fired," Miss Jackson said. "We set the firing angle so that the burnt-out case could be recovered, but this one got away. The rocket shells usually bury themselves in the ground on impact."

Ward Steckle, principal of Western Canada, is very enthusiastic about Miss Jackson's work. "I think the Science Club is a remarkable project," Mr. Steckle stated, "and Miss Jackson is a remarkable person to have maintained student enthusiasm over a long period of time. I must say," he chuckled, "that we didn't enjoy the Club's activities on the occasion when hydrogen sulfide was inadvertently released into the school ventilating system." Mr. Steckle regards the Science Club not only as a challenge to students interested in the scientific field but also as a very effective morale-builder for the school.

As we left the school together, Miss Jackson stated that she has put no less than four and a half extra hours a week into the Club since its inception, plus the many weekends on the firing range. From what we saw, it was time well spent.

—J. D. McFetridge

Honorary Life Member

A certificate of honorary membership in The Alberta Teachers' Association was presented to G. C. Paterson, Q.C., of Lethbridge, by President R. F. Staples at the banquet of the forty-third Annual General Meeting in Calgary on April 19.

Mr. Paterson was born in Stayner, Ontario. He came west to live and attended Calgary Normal School. For several years he taught in schools in the southern part of the province—Springbank, Champion, Bow Island, and Medicine Hat. Interest in the legal profession led him to enrol in the law faculty of the University of Alberta. Since his graduation in 1923, with the gold medal of the Law Society, he has practised law in Lethbridge as a partner in the firm of Rice, Paterson, Cullen, Ives & MacLean.

During his years in teaching, Mr. Paterson was active among those who organized and promoted the Alberta Teachers' Alliance. Since 1935, he has been a member of the Lethbridge Public School Board and served as chairman of the board for a number of years. He was vice-president of the Alberta School Trustees' Association in 1958-59 and was a member of the Canadian School Trustees' Association. Mr. Paterson's interest and unstinting effort is generally



G. C. PATERSON

regarded as the mainspring behind the establishment of the Lethbridge Junior College and he is currently a member of the college board. In other community organizations, Mr. Paterson has a distinguished record. He is a former governor of the Kinsmen Club, a former chairman of the District Council of the Boy Scouts Association, and presently District Governor of Rotary International.

He will be further honored when the University of Alberta presents him with an honorary degree at this spring's convocation.

Irate Merit

(Continued from Page 12)

series of disparate elements representing Pf or Pm, as the case may be, that is physical dimensions, female, and physical dimensions, male. These will be related to effectiveness by some constants such as $\frac{1}{m}$ or $\frac{m}{1}$. I don't want to

take a stand on this question at this time—research must decide—but it seems at least possible that in certain instances the inverse relationship will obtain, namely, that the more perfect Pf the less effective is the teaching, at some levels anyway. Once again, who knows? Valid conclusions of this sort cannot be drawn

except after painful and exhaustive studies.

Closely related to the above is a factor which I shall call DAP, or the Degree of Accentuation of the Positive. By this I mean all those methods, techniques, and paraphernalia used by both sexes to minimize their liabilities and emphasize their assets, in the physical, not in the monetary sense, of course. We have such things as padding in the shoulders of men's jackets, for example. Women, I understand from the literature, use padding also. Then there are various devices for constraining here and there, also the contributions of the uplift people. All

TEACHERS IN THE NEWS

John E. Cheal, now assistant professor of education at the University of Alberta, is one of five successful applicants for a position of staff associate in the Midwest Administration Center of the University of Chicago. Announcement of Mr. Cheal's selection was made last month. The other four appointees are Americans.

During his two-year appointment Mr. Cheal will participate in a continuing seminar on school administration designed to bring together current developments in theory and research on administration, conduct inservice clinics and conferences for school administrators, and engage in study toward the development of a general theory of administration.

Mr. Cheal was educated in Calgary and graduated from Calgary Normal School and the University of Alberta. He taught in rural schools and in the Calgary Public School system and during this period was an active member of The Alberta Teachers' Association and a member of the Radio Committee for five years. He was awarded a Kellogg Scholarship in 1957 for graduate study in school administration and upon completing his M.Ed. degree was appointed to the Faculty of Education staff in his present position. Mr. Cheal holds LRSM and ATCM degrees and has been a member of the Calgary Philharmonic and Edmonton Symphony orchestras.

these things are directed, obviously, at making people more effective. Our question is: how does the factor DAP correlate with effectiveness of teaching? If one of the subfactors is kept constant and the others changed, does this make any difference in the classroom?

Some married teachers claim that because they have borne children or, in the case of men, have assisted in the upbringing of children, they have on that account become more effective teachers. This is an interesting claim. If substantiated, it could lead to somewhat revolutionary changes in teacher training methods. Certainly it would have to become a factor in scientific merit rating. Two factors need to be differentiated here: CB, the childbearing factor, and CR, the child raising factor. Each of these, as an important element present or absent in each individual teacher, is bound to have some relationship with effectiveness of teaching. How would this relationship be affected by the number of children borne or raised and by the grade level taught? We must find out. If x represents the number of children borne by a particular teacher, does the effectiveness due to x CB increase as x increases, or is there some point at which the increase in x be-

comes a detriment to the teacher in the classroom? You can't shrug off a problem of this magnitude. The only answer is carefully designed research.

I hope that it is now clear that there is no possible basis for opposition to a scientific scheme of merit rating, whatever the attitude may be to ill-considered ones. The proper designing of the research studies necessary to secure the required data and bringing the studies to a successful conclusion deserve the support, not only of our professional organizations, but of governments at all levels. When the project is completed, we shall have available a simple, foolproof, scientific method of appraising the effectiveness of teachers. We shall be able to differentiate exactly at every point on the continuum between the very able, the able, the moderately able, the fairly able, the barely able, the bearable, and the unbearable, in a fashion that will settle all arguments forever. Moreover, improvement will be scientifically based. Teachers will know which factors need attention; so will supervisors. "You should concentrate on Pf, Miss R, probably by emphasizing DAP; your effectiveness would be considerably increased."

That'll be the day.

Resolutions Adopted by Annual General Meeting, 1960

C 1/60 Whereas; teachers frequently move from one teaching locality to another, and

Whereas; teaching experience is considered in the computation of professional salaries,

BE IT RESOLVED, that The Alberta Teachers' Association reaffirm its policy on transferring and transporting of teaching service as expressed in policy resolution 15.01.

C 2/60 **BE IT RESOLVED**, that prior to any strike vote, the Executive Council of The Alberta Teachers' Association make clear to the local concerned the position of the Executive Council of The Alberta Teachers' Association.

C 7/60 **BE IT RESOLVED**, that The Annual General Meeting view with alarm any proposed move to decrease the number of councillors to attend the Annual General Meeting.

C 9/60 **BE IT RESOLVED**, that teachers on exchange in this province be given membership in The Alberta Teachers' Association with remission of fees for the period of their service here.

C11/60 Whereas; the holder of a four-year B.Ed. degree must generally take six additional senior Arts or Science courses to obtain a B.Sc. or B.A. degree, and

Whereas; the holder of a three-year B.Sc. or B.A. degree must generally take nine courses in education, including some that are half-year courses, to obtain a B.Ed. degree, and

Whereas; there is an obvious financial advantage to obtain the Arts or Science degree first, and Whereas; the policy of The Al-

berta Teachers' Association gives preference to students obtaining the B.Ed. degree first,

BE IT RESOLVED, that The Alberta Teachers' Association ask for better equalization of courses to be taken for a B.Ed. and B.Sc. or B.A. degree regardless of which degree is obtained first.

C20/60 Whereas; many years of service are rendered that are not pensionable,

BE IT RESOLVED, that all years of teaching service up to a maximum of 35 years be accepted as pensionable service.

C23/60 Whereas; it is policy to promote the advancement of every teacher's educational standing, and

Whereas; sabbatical leaves are normally used for furthering one's education, and

Whereas; anyone using a sabbatical leave now loses that year as pensionable service, and

Whereas; it is not always possible to use the three-year extension of retirement time to make up this loss of pensionable time,

BE IT RESOLVED, that The Alberta Teachers' Association attempt to have sabbatical leaves incorporated into all salary contracts, that negotiations begin immediately with the Government of the Province of Alberta to establish recognition of sabbatical leaves, that arrangements be made to have contributions to pensions continue during sabbatical leaves, and that the period of sabbatical leaves be included as pensionable time for the purpose of calculating pensionable service.

C29/60 Whereas; most extra-curricular

activities take place outside regular school hours and are supervised by teachers beyond regular working time, and

Whereas; such supervision of extra-curricular activities by teachers should be voluntary,

BE IT RESOLVED, that the teachers of the school concerned shall decide whether they participate in or sponsor any particular extra-curricular activities.

C30/60 Whereas; we approve increased local autonomy for schools and school systems through accreditation, and

Whereas; the criteria for accreditation are of vital concern to teachers,

BE IT RESOLVED, that the Association be represented on any committee or other body set up to determine criteria for accreditation.

C31/60 **BE IT RESOLVED**, that policy resolution 4.01 be amended as follows—

(a) by substituting for section 4: "The terms of reference of the General Curriculum Committee should be:

(a) to consider reports from the Minister and from other curriculum committees,

(b) to coordinate the work of the other curriculum committees,

(c) to review proposed curriculum changes and estimate public reaction toward them,

(d) to initiate proposals with respect to needed curriculum changes and convey these to the Minister, and

(e) to advise the Minister of Education regarding the aims and objectives of public education.";

(b) by amending subsection 7(c) to read: "by printing the

'Official Bulletin' of the Department of Education to acquaint teachers of proposed changes and developments well in advance of effective dates."

C32/60 **BE IT RESOLVED**, that we endorse in principle recommendations 15, 16, 17, 18, and 19 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

"BE IT RESOLVED, that it be desirable:

(a) that the curriculum authority of the Department of Education be limited to matters of course objectives and minimum content in the basic subjects at the various grade levels;

(b) that instruction in education methods be reserved for teacher education, and that the choice of methods (including organization for teaching) be a prerogative of teachers;

(c) that curriculum guides provide a clear statement of the content basic to each course, and specify a source of this content together with minimum materials, equipment, facilities, and library;

(d) that authoritative publications, such as curriculum guides, be separate from those of a service nature through which the Department of Education may formally support non-authoritative views in many aspects of education; and

(e) that the general nature of the curriculum be so conceived as to provide appropriate differentiation at all grade levels.

C33/60 **BE IT RESOLVED**, that we endorse in principle recommendation 20 of the Royal Commission

on Education in Alberta and approve the following resolution as Association policy—

"BE IT RESOLVED, that schools and school systems designated as accredited be granted increased autonomy in matters of curriculum."

C34/60 **BE IT RESOLVED**, that we endorse in principle recommendation 24 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

"BE IT RESOLVED, that curriculum subcommittees be representatively constituted of teachers, public education officials, and non-public education personnel who are specialists in the subject field."

C35/60 **BE IT RESOLVED**, that we endorse in principle recommendations 29 and 30 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

"BE IT RESOLVED, that:

- (a) a minimum of ten years of education be held desirable for those pupils who by ability and disposition are not likely to proceed further; and
- (b) terminal programs of at least one year, and preferably two, be devised for pupils in the above category—who will leave school at age 16 or at the end of Grade X, whichever comes sooner."

C36/60 **BE IT RESOLVED**, that we endorse in principle recommendations 5, 6, 13, and 14 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

"BE IT RESOLVED that:

- (a) better ways and means be developed to control and stabilize examination standards;

- (b) intensive study be afforded the length of examinations and the appropriate use and balance of various types of questions which comprise departmental examinations;

- (c) each school system secure the services of competent persons in testing and measurement; and

- (d) a Bureau of Tests and Standards be created in the Department of Education to facilitate the development of standardized tests, to upgrade local testing programs, and to sample and maintain continuous records of achievement in all subject areas throughout the whole school system."

C37/60 **BE IT RESOLVED**, that a study be made of the desirability of conducting Grades IX and XII departmental examinations.

C38/60 **BE IT RESOLVED**, that we endorse in principle recommendation 274 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

"BE IT RESOLVED, that the Department of Education be requested to establish an office of standards, statistics, and information to accumulate facts about schools, pupils, and examination results."

C39/60 **BE IT RESOLVED**, that a central registry for teachers be set up to accumulate facts about their teacher education, years of experience, subjects taught, grade placement, and the like.

C40/60 **BE IT RESOLVED**, that we endorse in principle recommendations 275, 276, 277, and 279 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

"BE IT RESOLVED, that:

- (a) the Government of the Prov-

ATA Banff Conference

August 14 - 20, 1960

Banff School of Fine Arts

Attendance

One teacher appointed by each local association may be registered in one course only. All local associations have been circularized concerning the allocation of locals on a cycling basis.

A general session on Saturday morning, August 20, will end the course.

Eight half-day sessions will be spent on the topic for each group.

Applications

The prescribed application forms have been sent to secretary-treasurers of local associations, and must be completed and returned to head office on or before June 15, 1960.

Courses

Alberta Teachers' Association Policy and Administration

Curriculum Development

Educational Publicity and Public Relations

Fees

A fee of \$55 for each delegate covers registration, room, board, coffee, and tips. Wives or husbands of delegates staying at the chalets will be charged \$54. A charge of \$5 covering registration and coffee will be made for those not staying in residence. All fees must be sent to head office with each application.

Registration

Registration will take place in the office, Administration Building, Sunday afternoon and evening, August 14.

Program

All delegates will meet in general session at 9:30 a.m., Monday, August 15. Tuesday and Thursday evenings are reserved for talks or panel discussions.

Accommodation

Accommodation at the chalets, Banff School of Fine Arts, is available for delegates and their husbands and wives. Delegates bringing their families are requested to make arrangements for cabins. The Association is prepared to give assistance in making such reservations.

Application Deadline is June 15



—Administration Building, Banff School of Fine Arts

Meals

Meals are served in the dining room, west wing, Administration Building.

Recreation

Wednesday afternoon and evening will be left free for sightseeing, fishing, and relaxation. Banff offers splendid opportunities for trips, swimming, golf, canoeing, riding, hiking, and dancing.

Arrangements will be made to hold a square dance one evening.

Expenses

The Alberta Teachers' Association will pay the necessary transportation expenses of one delegate from each local to the Banff ATA Conference. This payment will be made to the local association after the conference, not to the individual delegate. All other expenses must be borne by the local.

Make Your Reservations Early

ince of Alberta provide the legislative authority to constitute on a formal basis a revised and reconstituted Alberta Committee on Educational Research;

- (b) plans be made by the Government of the Province of Alberta and by the University of Alberta to provide more adequate space and equipment for educational research;
- (c) provision be made in the annual university budget for adequate research staff, and
- (d) the Government of the Province of Alberta make provision for the necessary capital and operating grants on a basis similar to that used for the Research Council of Alberta."

C41/60 Whereas; we have always considered the quality of the teacher as the most important factor in the improvement of education, and

Whereas; experience elsewhere has proved that the "high standards" approach to teacher education has had a beneficial effect on both the quality and quantity of teachers, and

Whereas; the majority report of the Royal Commission on Education in Alberta also recommends the "high standards" approach to teacher education,

BE IT RESOLVED, that policy resolutions 13.20(4) and 17.04 be reaffirmed, and further

BE IT RESOLVED, that we endorse in principle recommendations 131, 133, 134, 136, and 146 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy —

"BE IT RESOLVED, that

- (a) proficiency in both oral and written English be stressed in teacher selection and in teacher education;

- (b) serious study be given to the possibility of including non-academic factors (such as character, personality, health) in the process of selection; and

- (c) major authority and responsibility for selection and screening be vested in the Faculty of Education in consultation with representatives of The Alberta Teachers' Association."

C42/60 Whereas; we consider it desirable for teachers to improve themselves professionally while in service,

BE IT RESOLVED, that policy resolution 4.01(8) be reaffirmed, and further

BE IT RESOLVED, that we endorse in principle recommendations 141, 142, 143, 144, and 145 of the Royal Commission on Education in Alberta and substitute the following resolution for policy resolution 12.01 —

"BE IT RESOLVED, that voluntary inservice education for teachers be encouraged and assisted."

C43/60 **BE IT RESOLVED**, that we endorse in principle recommendation 155 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy —

"BE IT RESOLVED, that the Association have jurisdiction over the competence, ethics, and certification of its membership."

C44/60 **BE IT RESOLVED**, that the third "Be It Resolved" of policy resolution 4.03 be amended to read — **"BE IT RESOLVED**, that curriculum resolutions submitted before September 30 in any year be referred to The Alberta Teachers' Association Curriculum Committee by the Executive Council for report at the Annual General Meeting of the following year, and that curriculum resolutions submitted after September 30 and

prior to December 31 be referred through the Annual General Meeting after discussion but without amendment to the Executive Council for referral to The Alberta Teachers' Association Curriculum Committee."

C45/60 BE IT RESOLVED, that this Annual General Meeting approve of the construction of a new Barnett House.

C46/60 BE IT RESOLVED, that when, for the purpose of assigning administrative duties, the definition of "school" is not acceptable to The Alberta Teachers' Association, the matter be subject to discussion between the school board concerned and the local teachers' association, and further,

BE IT RESOLVED, that, if such discussion does not lead to settlement satisfactory to both parties, a grievance procedure be instituted as provided in *The Alberta Labour Act*.

C47/60 BE IT RESOLVED, that the formation of specialist councils be approved for the purpose of improving practice in the various specialties.

C48/60 Whereas; it is practice to permit applicants for Letters of Authority to be in charge of a classroom before the Letter of Authority is issued, and

Whereas; such action violates Section 331 of *The School Act*,
BE IT RESOLVED, that the Department of Education be urged to instruct its superintendents to cease such practice forthwith, and further

BE IT RESOLVED, that local associations, in whose areas such practice occurs, make the strongest representation to the school board concerned to discontinue this practice.

C49/60 Whereas; professional teachers have a wide range of levels of certification, and

Whereas; policy favoring higher standards leading to teacher cer-

tification appears to be gaining favor with the government and general public, which could lead to the application of economic sanctions beyond those at present approved by the Association, and Whereas; a gradual approach to these higher standards must safeguard the professional rights granted at the time of certification,

BE IT RESOLVED, that we favor only those economic sanctions which apply to teachers whose date of certification is subsequent to the effective date of the collective agreement which first specifies the sanction.

C52/60 BE IT RESOLVED, that the following resolution, as policy resolution 11.01, be substituted for resolutions 11.01, 11.02, and 11.03 —

"BE IT RESOLVED, that pensions for teachers:

- (a) be paid from a fund which is actuarially sound,
- (b) be calculated to include those years of teaching service prior to age 30,
- (c) provide for recognition of service in other provinces of Canada by reciprocal agreement, and
- (d) provide improved death and disability benefits."

C53/60 BE IT RESOLVED, that the following resolution, as policy resolution 11.02, be substituted for resolutions 11.04 and 11.05 —

"BE IT RESOLVED, that all pension resolutions submitted by local associations for consideration by the Annual General Meeting be:

- (a) accompanied by a statement expressing reasons for submission and, if possible, supporting data, and
- (b) referred by the Executive Council to The Alberta Teachers' Association Pension Committee for investigation and report, and the Executive

Council shall thereupon submit a progress report to the same Annual General Meeting for recommendation of the next Annual General Meeting."

C54/60 BE IT RESOLVED, that short-term policy resolution S18 be amended by replacing all the words after the words "circumstances should" with the words "the teachers' account fund be used to pay pensions except by regular and lawful transfer to the Teachers' Pension Reserve Fund."

C55/60 BE IT RESOLVED, that short-term policy resolution S19 be deleted from Association policy.

C56/60 BE IT RESOLVED, that short-term policy resolution S24 be deleted from Association policy.

C57/60 BE IT RESOLVED, that short-term policy resolution S21 be amended to read:

"**BE IT RESOLVED**, that the Board of Administrators, Teachers' Retirement Fund be requested to amend its by-law, so that provision will be made to grant every teacher retiring in the future credit for all the years he has taught in Alberta between the ages 30 and 68 without respect to gaps in service, and further

BE IT RESOLVED, that the Board of Administrators, Teachers' Retirement Fund be asked to amend By-law No. 1 of 1948 by deleting the deadline and conditions of employment from Section 4(a) (ii)."

C58/60 BE IT RESOLVED, that a special levy of 50¢ per member per month be instituted to increase pensions of those pensioners who retired between March 31, 1939 and April 1, 1948 and of a second group of pensioners who retired after April 1, 1948 but before July 1, 1959 whose normal pensions have been affected by

implementation of by-laws regarding gaps in service and are less than \$100 per month, and further

BE IT RESOLVED, that the Board of Administrators, Teachers' Retirement Fund be requested to distribute the funds so collected, the first payment commencing May 31, 1960, to present pensioners on the bases of: \$30 per month to those in the first group, and at \$1.25 per month per year of pensionable service to a maximum of \$30 per month to those in the second group.

C60/60 BE IT RESOLVED, that the following resolution be substituted for policy resolution 7.01—

"**BE IT RESOLVED**, that federal aid for education be provided with provincial autonomy in education guaranteed."

C61/60 BE IT RESOLVED, that policy resolution 10.06 be deleted from Association policy.

C62/60 BE IT RESOLVED, that the following resolution be substituted for policy resolution 13.07—

"**BE IT RESOLVED**, that the Department of Education be asked to amend *The School Act* to provide that:

- (a) all dismissals and termination of designation be subject to appeal to the Board of Reference;
- (b) a school board may terminate contracts or designations at any time, except in July or August, by giving 30 days' notice in writing, but subject to appeal to the Board of Reference;
- (c) a member of a school staff may terminate a contract or designation with a school board at any time, by giving 30 days' notice in writing, but subject to appeal to the Board of Reference, except for notice given in the

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- months of June and July, and
- (d) all proposed transfers of teachers, not mutually agreed upon be subject to appeal to either a committee of the school board and the local teachers' association, or to a neutral body where all evidence is heard under oath and subject to cross-examination."

C63/60 BE IT RESOLVED, that policy resolution 13.13 be amended by replacing the words "to enter into" with the words "to continue".

C64/60 BE IT RESOLVED, that policy resolution 13.14 be deleted from Association policy.

C65/60 BE IT RESOLVED, that policy resolution 13.20 be amended as follows:

- (a) by substituting the following for section 1—

"Adequate grants in aid of education to include:

- (a) the principle of equalization,
 (b) recognition of teacher qualification and experience,
 (c) the cost of transportation in centralization,
 (d) construction of school buildings and residences,
 (e) incentive grants for initiating worthwhile educational services";

- (b) by amending section 6 to read—"The right to appeal to the Board of Reference in all cases of dismissal, termination of designation or transfer."

C66/60 BE IT RESOLVED, that policy resolution 15.01 be amended as follows:

- (a) by adding the following words to subsection 1(b): "evaluation of such professional education to be carried out by the University of Alberta";
 (b) by deleting subsection 1(e);

- (c) by deleting the words, "the superintendent", from section 5;

- (d) by renumbering the present section 22 as section 26 and adding the following new sections—

"22. Provision for negotiation concerning noon-hour supervision.",

"23. Provision for negotiation concerning extra duties and responsibilities.",

"24. Provision for a group insurance program, including life, sickness and accident, and medical costs to be shared by board and teachers.",

"25. Provision for transferability and transportability of teaching service."

C67/60 BE IT RESOLVED, that the following resolution be substituted for policy resolution 15.03—

"**BE IT RESOLVED**, that teachers who take legal strike action or who are subjected to lock-out receive, at the discretion of the Executive Council, a flat rate of financial support, with additional amounts for those with dependents, during such strike or lock-out, if the strike or action leading to such lock-out has the approval of the Executive Council of The Alberta Teachers' Association."

C68/60 BE IT RESOLVED, that policy resolution 15.08 be deleted from Association policy.

C69/60 BE IT RESOLVED, that policy resolution 16.02 be amended by replacing the words, "using the \$5,000 previously appropriated from current revenue", with the words, "increasing the appropriation in the professional assistance fund to \$15,000".

C70/60 BE IT RESOLVED, that policy resolution 17.03 be reaffirmed.

C71/60 BE IT RESOLVED, that all per-

sons employed by a school board who as a condition of their employment must hold a valid teaching certificate and whose salary is equal to or less than the maximum salary and allowances payable to principals pursuant to the existing collective agreement or salary schedule, shall be included in the unit bargaining collectively with such board.

C72/60 BE IT RESOLVED, that The Alberta Teachers' Association is opposed to the use of compulsory arbitration in contract negotiation disputes.

C73/60 Whereas; the Association is at present paying \$5 per day subsistence allowance for attendance at the Annual General Meeting, and

Whereas; it is impossible to secure even suitable hotel accommodation for so small an amount, and

Whereas; rural locals rarely have sufficiently large balances to subsidize delegates adequately, and

Whereas; the precedent has been set by the Department of Education of raising the subsistence allowance of markers to \$7 per day, and

Whereas; the Association does

not deem this latter allowance sufficient,

BE IT RESOLVED, that this Annual General Meeting instruct the Executive Council to authorize an increase in subsistence allowance to \$10 per day.

C74/60 BE IT RESOLVED, that this Annual General Meeting recommend that the Executive Council prepare an electoral ballot for presentation to local associations and to the 1961 Annual General Meeting for the purpose of amending by-law 6 of the General By-laws of The Alberta Teachers' Association in such a way as to provide for a special levy of up to \$5 per week per member and to provide authority for the Executive Council to invoke such levy when in its opinion an emergency exists.

C75/60 BE IT RESOLVED, that by-law 5(2) of the General By-laws of The Alberta Teachers' Association be amended by increasing the membership fees by 50¢ per member per month, effective May 1, 1960.

C76/60 BE IT RESOLVED, that 50¢ per member per month of Association fees be allocated for distribution to pensioners who retired prior to July 1, 1959.

Resolutions Referred to Executive Council by Annual General Meeting, 1960

C 5/60 BE IT RESOLVED, that The Alberta Teachers' Association representatives on the Joint ATA-ASTA Committee be instructed to investigate a standardized agreement format to facilitate future salary negotiations.

C13/60 Whereas; at present it is not the policy of school divisions to insure teachers against liability incurred during their duties for the school board,

BE IT RESOLVED, that The Al-

berta Teachers' Association press for a revision in *The School Act* to provide a clause requiring such coverage.

C51/60 BE IT RESOLVED, that the Alberta School Secretaries Association be supported in requesting the Department of Education to design, print, and issue a teacher record book to contain experience and qualifications data for use in computing a teacher's salary.

Resolutions Referred to ATA Curriculum Committee

C90/60 Whereas; a great deal of educational research has been done in the province by school divisions and teachers, and

Whereas; much of this research is unavailable to the teaching body as a whole, and

Whereas; there would be a great deal of value in other areas making use of this research,

BE IT RESOLVED, that a central library for curriculum research be established to provide information on areas of educational research that have been covered by various teaching groups in the province, and further

BE IT RESOLVED, that head office of The Alberta Teachers' Association be responsible for making copies of the research available to other interested groups.

C91/60 Whereas; the teaching of French is of primary importance, and

Whereas; those teaching French consider the present textbook to be extremely inadequate,

BE IT RESOLVED, that The Alberta Teachers' Association make some representation to the Curriculum Branch regarding the investigation of a more suitable text.

C92/60 Whereas; senior matriculation students at the present time do not receive a diploma to show that they are matriculants,

BE IT RESOLVED, that the Department of Education present these students with a suitable document to show that matriculation has been achieved.

C93/60 Whereas; Grades I and II are included in the science program outlined in Bulletin 2b (curriculum guide for science in the

elementary grades) of the Department of Education, and

Whereas; the science books for Grades I and II named in the School Book Branch list of authorized textbooks and references are considered approved references rather than authorized textbooks, and

Whereas; the discount in price for approved references is 15 percent rather than 40 percent as it is for authorized textbooks, and

Whereas; the difference in the two discounts discourages the use of the Grade I and II science books in sufficient quantity for pupil use in classrooms,

BE IT RESOLVED, that The Alberta Teachers' Association strongly recommend to the Department of Education that the Grade I and II science books be considered authorized textbooks, subject to the usual 40 percent discount in price given on authorized textbooks by the School Book Branch.

C94/60 Whereas; a knowledge of at least the rudiments of sentence construction seems basic to high school English, and

Whereas; some students now enter Grade X Language without being able to tell whether there is a subject or a predicate in sentences which they attempt to write,

BE IT RESOLVED, that as part of Grade IX examination standards, students must prove their ability at least to recognize subject and predicate in simple sentences containing prepositional and verbal phrases.

C95/60 Whereas; instruction in the use

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of libraries is now given only in Language 20, Grade XI, so that most students have little time to gain mastery of this skill, and Whereas; some class assignments in both junior and senior high school require students to use the facilities of an organized library, and to learn to evaluate content material, and Whereas; not all school students continue until Grade XI, and thus lack formal library instruction which would give them some encouragement to use public library facilities after leaving school, and

Whereas; there is evidence that pupils in the age range 12 to 14 are at their peak in reading interest and number of books read,

BE IT RESOLVED, that instruction in the use of libraries be included in the Grade VII Language course.

C96/60 Whereas; the study of Latin is valuable *per se* as a mental discipline, but is even more valuable to assist students to secure a mastery of English grammar, vocabulary, and paragraph and sentence structure, and further to present to students an understanding of a civilization on which modern western civilization is based, and

Whereas; after a thorough trial of the present two-year course in Latin in the high schools, it is unanimously agreed by both the teachers of Latin in the Edmonton high schools and by the Department of Classics at the University of Alberta, that the two-year course is not sufficient to give a reasonable preparation for students desiring to go forward in Latin, or, indeed, to give students the full value they should receive from the study of Latin, and

Whereas; the previous three-year

course was of more value, and kept the standard of high school leaving in Alberta equivalent to that in other provinces, and Whereas; the restoration of a three-year Latin course in the high schools would enable students to:

- (a) assimilate properly the fundamentals,
- (b) read easier classical writers with understanding and enjoyment, and
- (c) gain an adequate knowledge of the appropriate historical and cultural background,

BE IT RESOLVED, that The Alberta Teachers' Association Curriculum Committee take the proper steps to re-establish a three-year Latin course in the high schools.

C97/60 Whereas; there is no doubt that the requirements of the French 30 course are much less demanding than those of the Latin 30 course, and therefore students tend to choose French 30 in preference to Latin 30 in their final year, thus losing the beneficial training of a second year in Latin, and

Whereas; experience has shown that the course is too heavy for the amount of time available, and

Whereas; many sections of *A Second Latin Reader* contain grammatical structures not covered in the required chapters of the text *Latin for Secondary Schools*, and

Whereas; Vincent's *A Second Latin Reader* is an unsuitable text because it contains selections from Caesar and Cicero as well as Livy whereas *Latin for Secondary Schools* uses the vocabulary of Livy only; and there is often lack of sequence in the stories with a consequent lessening of interest, and

Whereas; it is impossible to

spend a reasonable amount of time on the historical and cultural background, and

Whereas; a consequence of the above reasons is a certain amount of understandable frustration on the part of students and teachers, **BE IT RESOLVED**, that until such time as a three-year Latin course is introduced, the following changes be initiated in the Latin course:

(a) the omission of the following

selections of Vincent's *A Second Latin Reader*: 60, 62, 64, 75, 76, 78;

(b) the addition of Chapters 61 and 62 of *Latin for Secondary Schools*, as the contents are necessary background for some of the readings; and

(c) the omission in the same book of: Chapters 51; 52 (339); 53; 55; 56 (370) (371); and 57.

Notice regarding Definition of "Teacher" for Teachers and School Board Secretaries

Section 2(d) of *The Teachers' Retirement Fund Act* reads as follows:

"teacher" means any person who holds a valid certificate of qualification issued under the regulations of the Minister of Education and who is employed

(i) by the board of trustees of a school district or division, constituted under *The School Act*, in the capacity of

(a) a teacher, or

(b) a librarian devoting his full time to the work of a school,

or by the Lloydminster Public School District in the capacity of a teacher;

(ii) as a superintendent, supervisor, principal or other such official of a school district or a school division formed and constituted under *The School Act*, and includes a person employed by the board of trustees of a school district or division constituted under *The School Act* and engaged in a non-teaching capacity, if the holding of a valid certificate of qualification issued under the regulations of the Minister of Education is required by the board of trustees as a condition of the employment and the requirement is approved by the Board of Administrators.

The Board of Administrators suggests that any teacher considering a position other than as a teacher, librarian, superintendent, supervisor or principal contact the Board regarding his position under *The Teachers' Retirement Fund Act* before he accepts it.

It is suggested also, that school boards considering appointments to positions other than those listed above, contact the Board regarding the status under this Fund of any teacher appointed to the position.

**Board of Administrators
Teachers' Retirement Fund**

Disposition of 1959 Curriculum Resolutions

In accordance with policy, the following curriculum resolutions were referred by the 1959 Annual General Meeting to The Alberta Teachers' Association Curriculum Committee. The committee reported on its study to the 1960 Annual General Meeting, and the following disposition was made of the resolutions.

C64/59 BE IT RESOLVED, that more comprehensive departmental examinations in Biology 32 be set, than the examinations used in this subject in 1957 and 1958.

C64/59 approved for forwarding to the Department of Education with a request for implementation of the proposals.

C65/59 Whereas; although it is interesting and often useful to know the aptitudes of pupils, especially in work for guidance, it is more important to know their actual achievements, and

Whereas; departmental examinations should attempt, as much as possible, to test the amount of learning by the pupil in the particular course being tested rather than to test aptitudes such as intelligence, and

Whereas; the reading test given to Grade IX students in the June examination, measures largely the product of aptitude and the degree of reading skill acquired in earlier grades, thus reflecting very little the results of the year's work in Grade IX,

BE IT RESOLVED, that any useful tests of ability, such as intelligence tests, ability tests, mathematical aptitude tests, etc., be kept separate from the actual achievement tests which should constitute the departmental examinations and that, to as great a degree as possible, data on abilities and aptitudes be placed in an entirely different category from data on achievement, only

the latter constituting the actual gradings for Grade IX pupils.

C65/59 lost; no action will be taken.

C66/59 BE IT RESOLVED, that we take all necessary action to get the Department of Education, superintendents, principals, and teachers to implement the ideas contained in resolutions C70/57 and C71/57 passed by the 1958 Annual General Meeting.

C66/59 tabled.

C67/59 Whereas; there has been a decreasing emphasis on the fine arts subjects in the program of Alberta schools, and

Whereas; this decreasing emphasis has been enhanced by the lack of provincial government grants for new buildings with proper stage and acoustic properties,

BE IT RESOLVED, that the Department of Education and the Faculty of Education be urged to put more emphasis on the fine arts subjects in our schools and teacher education programs, and further

BE IT RESOLVED, that the Government of the Province of Alberta be asked to consider special grants for properly constructed stages and acoustically improved auditoria.

C67/59 withdrawn by the submitting local.

C68/59 BE IT RESOLVED, that the needs of students with less than a C grade in any subject in which a

Grade IX departmental examination is written be studied by the Department of Education and school systems, and that consideration be given to the setting up of vocational schools and/or other facilities in which such students might be expected to adapt themselves with good prospects of acquiring useful skills.

C68/59 (substitute) was approved for referral through the Department of Education to the High School Curriculum Committee for study and action.

C69/59 BE IT RESOLVED, that high school diplomas should be labelled Matriculation, General, Commercial, or Technical.

C69/59 approved for referral through the Department of Education to the High School Curriculum Committee for study and action.

C70/59 BE IT RESOLVED, that the matter of expanding the foreign language program so as to include languages other than Latin, French, and German be left to the discretion of local authorities in accredited schools and be subject to the approval of the Department of Education in non-accredited schools.

C70/59 (substitute) approved.

C71/59 BE IT RESOLVED, that the matter of introducing Russian in the foreign language program in high schools be left to the discretion of local educational authorities in accredited schools and be subject to the approval of the Department of Education in non-accredited schools.

C71/59 (substitute) approved.

C72/59 Whereas; the achievement of students in French 30 is below the average in other provinces of Canada, and

Whereas; the five periods per week allotted for French 20 and

French 30 do not give enough time to master both the speaking and the grammar of French, and **Whereas**; the amount of French learned in French 20 and French 30 does not equip the student to use the language outside the school,

BE IT RESOLVED, that the Curriculum Committee of The Alberta Teachers' Association be requested to study and report as to the advisability of re-instituting the three-year program in French as previously required in Alberta schools.

No action taken on C72/59 because the study requested has been conducted.

C73/59 BE IT RESOLVED, that the locals of The Alberta Teachers' Association recommend to their school boards that, where feasible, a central library, directed by a trained teacher-librarian, be made available in each school.

C73/59 (substitute) approved.

C74/59 Whereas; there is need in Alberta for supervision in curriculum development in physical education and for more adequate interpretation of the physical education program to teachers and administrators, and for provision of advice and guidance in all matters relating to the physical education program,

BE IT RESOLVED, that The Alberta Teachers' Association recommend that the Minister of Education give serious consideration to the appointment of a provincial supervisor of physical education whose function would be:

(a) to act as technical adviser and consultant to the Department of Education in all matters pertaining to physical education, and

(b) to promote the improvement of instruction in physical

education through inservice education and the provision of information and advice to physical education teachers and school administrators.

C74/59 (substitute) approved for referral through Association representatives to the Elementary, Junior High, Senior High, and General Curriculum Committees.

C75/59 Whereas; it is desirable that educational research by The Alberta Teachers' Association be pursued to inquire into basic principles and procedures in secondary and higher education, especially those

arising from post-war reforms in Western European countries,

BE IT RESOLVED, that The Alberta Teachers' Association initiate the sending of at least two, and preferably three, active members of the Association or other educationists to spend at least six months in studying the educational systems of Great Britain, Denmark, Norway, The Netherlands, Belgium, France, Switzerland, and Luxembourg, and publicize a complete report of their findings.

C75/59 lost.

Notice Regarding Changes in The Teachers' Retirement Fund Act

The following recent amendments to *The Teachers' Retirement Fund Act* are of interest to teachers.

Section 10 now reads—

Every teacher shall, until he has made contributions to the Fund for a total period not exceeding thirty-five years, contribute to the Fund an amount equal to such percent, not being less than four percent nor more than seven percent, of his salary as a teacher, as the Board of Administrators by by-law may determine.

Section 14(a) has been added and reads—

- (1) In this section "university teacher" means a teacher employed by the Governors of the University of Alberta as a full-time member of the academic staff of the University.
- (2) Where a teacher who is contributing to the Fund becomes a university teacher, the teacher may elect to continue contributions to the Fund and upon any such election the Governors of the University of Alberta shall retain from the salary of the teacher the amount required to be retained by a board of trustees under section 11, and shall pay over the moneys retained to the Board of Administrators at such times and in such manner as the Board of Administrators may direct.
- (3) At the same time and in the same manner, the Governors of the University of Alberta shall pay to the Board of Administrators an amount equal to the contributions of the university teacher, for deposit in the revenue account established under section 17.

**Board of Administrators
Teachers' Retirement Fund**

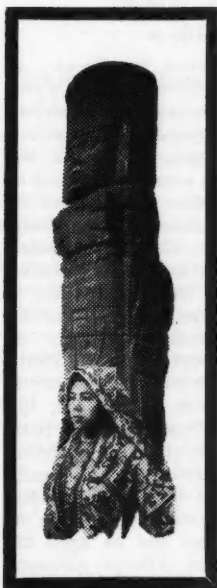
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THE ATA NEWS BEAT

Magazine readership survey

Just after Easter, a questionnaire was mailed to every eleventh teacher on our mailing list asking for an appraisal of *The ATA Magazine*. We are hoping for a 100 percent return (1,000 replies) from which we can determine the reactions to the present magazine, those features which are appreciated and those which are not, and suggestions for improvement.

If you are a teacher who received this questionnaire, and have not sent it in, please do it now! We need your help!

Pension Committee

On April 9, the ATA Pension Committee met to consider a request from the Retired Teachers' Association for increased pensions for those teachers who retired before the two percent rate came into effect on July 1, 1959. Mr. Frank McCoy, a representative of the retired teachers, made a presentation to the meeting. The committee considered a number of different alternatives. After very careful examination, the supplementary fee levy, with the provisions described elsewhere in this issue, was adopted for recommendation to the Executive Council.

The Pension Committee is chaired by District Representative Hugh McCall. Members present were: Eva Jagoe, Jean Scott, M. W. McDonnell, M. Skuba, L. Olson, R. Bean, S. C. T. Clarke, F. J. C. Seymour, and W. R. Eyres.

Annual General Meeting

Preparations for the Annual General Meeting occupied considerable staff time during April. Mr. Eyres had to make the convention arrangements. Mr. McFetridge and Mr. Eyres attended the Resolutions Committee meetings on April 7 and 12. A table officers meeting was held on April 15, and the Pre-AGM Executive

Council meeting, April 16. All staff officers were present for these meetings and for the Annual General Meeting, April 18, 19, and 20.

Salary negotiations

Negotiations appear to be proceeding slowly this year. Several meetings have been held with the executive committee and salary negotiating committee of the Edmonton Public School Local. Mr. Seymour has attended all these meetings and Dr. Clarke or Mr. McFetridge accompanied him at some of them. In all, Mr. Seymour attended twelve meetings during April in these negotiations.

Mr. Seymour and Mr. McFetridge attended seven meetings in other parts of the province during April. Some of these meetings have been with salary consultants and negotiating committees, others have been meetings of locals.

Provincial committees

Dr. Clarke attended the Faculty of Education Council on April 6. Mr. Eyres attended the Elementary Curriculum Committee meeting on April 8, substituting for Mrs. Castleton. On April 6, Mr. Ingram attended an executive meeting of the Alberta Education Council and on April 7, the annual meeting of this body. At this meeting, Dr. Clarke participated in a panel on "The Cameron Commission Report—Where Do We Go from Here?". Other members of the panel included the university vice-president, Dr. L. H. Cragg; the president of The Alberta Federation of Home and School Associations Incorporated, R. H. Jeacock; the publisher of *The Calgary Herald*, Basil Dean, and the assistant superintendent of Edmonton Separate Schools, Francis O'Hara. On April 12, Dr. Clarke attended a meeting of the Faculty Committee on Educational Research and on April 22, the meeting of the Alberta Advisory

Committee on Educational Research. Mr. Ingram attended a meeting April 11 to plan a conference on television in education and on April 21 and 22, the annual conference of the Alberta Guidance Association. It is hoped that this body will become a specialist council of The Alberta Teachers' Association.

Public relations

Dr. Clarke, Mr. Ingram, and Mr. McFetridge visited the Griesbach army centre on May 29 as guests of Colonel Goodfellow, chairman of the board of the Griesbach School District. The tour was arranged by W. V. McNeill, newly-appointed superintendent of the Griesbach Schools in order to acquaint Barnett House staff with the school system under his charge. Colonel Goodfellow was joined at luncheon by Captains Daniels and Small, members of the Griesbach board. The ATA officials toured the army base, were shown the very fine school plant located there, and were able to

discuss mutual problems with the school board members. Prior to the tour of the army base, Colonel Goodfellow and Superintendent McNeill visited Barnett House and learned of the work of the Association from staff officers.

In your service

Mr. Eyres has made several trips as investigating officer for the ATA Discipline Committee. Mr. Ingram has represented the Association in career events presenting teaching as a career at Mundare, April 1, at Stony Plain, April 3, and at Warburg, April 5. Mr. McFetridge and Dr. Clarke have each made trips about grievances. Mr. Ingram gave a lecture on public relations, April 4, to a graduate class at the Faculty of Education and the preceding Saturday attended a meeting of Edmonton and district teachers interested in thesis writing and in general research. On April 28, Mr. Ingram spoke to the Red Deer Sublocal on professional development.

To Pass or Not to Pass?

(Continued from Page 10)

study, using data from the last 10 years to find the possible trends in the district.

■ Try moving teachers with pupils to lengthen the association between teacher and pupil. This second suggestion has been used effectively in the elementary school with slow-student class sections. An additional application is to place all of the pupils promoted to the seventh grade who are in the lowest 10 percent of the class under a single teacher, as opposed to separate subject teachers. This gives the slower students a greater sense of security and a feeling that they have a "home base". Both the content and the teaching methods in such a class must be adjusted to the level and the needs.

■ Extend the range of material available to each grade in both difficulty and

amount. This will make it possible to challenge the wide range of pupil abilities that are to be found in practically every class. Individual differences must be recognized and promotion decisions based on other than a single standard of achievement.

■ Try a three-year ungraded unit for the first three grades. This plan appears to have considerable merit. It has already been noted that the failure rate is highest in the early grades. If failure must occur, this is probably as it should be, since the emotional impact of failure is not as great then as it would be for older children. A bright youngster could complete this unit in two years, and the slow student would spend four years. This idea is at variance with some of the earlier quotations in this study. On the average we over-retard the bright student in our effort to meet the needs of

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the slow student. A three-year unit similar to the primary unit has been tried for Grades IV to VI.

■ Study all failures carefully to find the real cause. Stresses caused by unhappy home conditions, personality clashes, health conditions—mental as well as physical, lack of friends, failure to adjust to a new city or neighborhood—in fact, absence of the fulfilment of any of the basic needs, can cause a dangerous slump in school performance.

■ Encourage faculty (including the principal) to get at the roots of the problem. Cooperative study will help to evolve common principles, and if nothing else, will cause the teachers to stop blaming each other for pupil failures.

Many hold views to the contrary, but in the writer's opinion there is still merit in ability groupings. If a school is large enough to have three sections in each grade, it is not undemocratic to place the students in slow, average, and advanced classes if this will better serve their needs. These classes will still not be homogeneous, and varied materials will be needed for each section. No child should be chained to any one ability group, if he later appears to be better fitted for another level. Indeed a child may even be allowed to read with one group, do arithmetic with another, and engage in activities with a third. The internal structure of the work for each level should be fitted to the comprehension ability of that group.

Need more special teachers

In no case should the curriculum for the slow students be a watered-down, skeletonized version of that for advanced students. We need more teachers to put in charge of retarded sections, who are specially trained in the psychology of the slow learner. Above all, the public must realize what this program encompasses, and quit expecting all children to be "quiz kids".

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Philosophy 200; Political Science 200,
310; Psychology 340; Sociology 202, 320;
Zoology 220.

CALGARY: Art 230; Education 338, 476;
Mathematics 200; Sociology 202.

CAMROSE: Sociology 302.

HOLDEN: Philosophy 240.

MEDICINE HAT: Astronomy 253.

OLDS: Education 310.

RADWAY: Education 478.

RED DEER: Geography 300; History 200.

TROCHU: English 200.

VEGREVILLE: Education 476.

WAINWRIGHT: Education 310.

WESTLOCK: Sociology 202.

WETASKIWIN: Political Science 320.

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extending on into the college level. This is such a large factor in promotion that it merits special mention. One writer has said that remedial reading is just the teaching of reading as it should have been taught in the first place. Special attention must be given to the early spotting of poor readers, and corrective measures should be taken without delay. The need is now critical in the junior and senior high schools. If a child is below average in intelligence, less than average reading ability is to be expected, but many normal children are retarded readers. One study showed nine percent of the seriously retarded readers to have an IQ of 120 or above. If this serious retardation has carried above the elementary school the child will not be content to read about "The Little Red Hen". Materials centred around adolescent interest, but with a light vocabulary load, must be used. Classics rewritten to about the sixth grade level are available. The remedial reading class may take the place of the regular English class.

These students entering high school should be encouraged to take general mathematics instead of formal algebra. The teacher should be prepared to review the multiplication table and elementary measurements if it is necessary.

Students of low ability should be guided out of the very difficult high school subjects as in the example just given concerning mathematics. Although personal use typewriting and some types of shop work are excellent for the slow learners, they should not be dumped into commercial departments or technical shop courses. These illustrations should be sufficient to make the point that it is not the name of the course but the internal structure that counts.

Should he graduate?

When the slow learner has acquired 16 units in courses modified to meet his need that have some semblance of balance as to areas covered, shall we allow him to graduate from high school? The answer is "yes". The advocate of strict subject-matter requirements will

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Wetaskiwin, Alberta

Keeping Posted

Negotiations between representatives of the board of trustees of the Edmonton School District No. 7 and The Alberta Teachers' Association, acting in behalf of the teachers employed by the board, have reached deadlock. Application has been made for the appointment of a conciliation commissioner.



A serious dispute exists between the Leduc School Division No. 49 and The Alberta Teachers' Association. A unanimous award of a conciliation board has been accepted by the teachers and rejected by the school board. The dispute concerns the agreement for the current school year.



What about consideration by local associations of grants to the Alberta Advisory Committee on Educational Research? The provincial body contributes annually to the AACER and continues to recommend that local associations make whatever grants possible.



The Alberta School Trustees' Association and The Alberta Teachers' Association have a gentleman's agreement that school boards advertising for teach-

ers should carry the words "salary schedule under negotiation", if the board and the teachers have not reached agreement. If the advertisement does not mention salary, a teacher should request a copy of the agreement to check on the salary he can expect.



A readership survey for *The ATA Magazine* is being conducted. Questionnaires have been sent to some 1,000 teachers. Results will be studied during the summer for suggested improvements. If you received a questionnaire, please complete and return it to head office.



The next meeting of the Executive Council is scheduled for May 13 and 14.



The conciliation board appointed to inquire into a dispute between the Clover Bar School Division No. 13 and The Alberta Teachers' Association has been successful in assisting the parties to reach mutual agreement. Terms of the settlement have been incorporated in an agreement covering the 1959-60 school year.



Dr. G. L. Mowat's address delivered during the Annual General Meeting banquet in Calgary will be carried in the June issue of *The ATA Magazine*.

be horrified by these suggestions, but the alternative may be early withdrawal and another potential delinquent.

In summary we may glean the following points from the research on promotion policies.

✓ Ten percent of the school population may be classified as potential repeaters.

✓ There is a wealth of evidence that chronological promotion actually gives some net scholastic gains.

✓ On the average, schools retard four times as many pupils as they accelerate.

✓ Continuous progress programs are

just modifications of the theory of pupil acceleration.

✓ It is desirable to retard pupils only in extreme cases.

✓ A majority of the studies favor promotion as opposed to non-promotion.

✓ The acceleration of the gifted has proven beneficial.

✓ Blocking of work (primary unit or middle grade unit) has the advantage of reducing skips in pupil learnings that might occur from double promotions.

✓ Few of the affirmed benefits for non-promotion are true.

✓ Retardation increases drop-outs.

THE MAILBAG

To the Editor—

The Canadian Home Economics Association and the Nutrition Division of the Department of National Health and Welfare are sponsoring a Pre-Convention Course to be held at the Macdonald Hotel, Edmonton from July 4 to 6, 1960.

It is designed for the professionally trained. We are cordially inviting all teachers, particularly those of home economics and physical education and health and personal development to attend this course. . . .

I shall certainly appreciate your kindness in helping to promote this valuable and interesting undertaking.

GRACE L. DUGGAN

Chairman, Pre-Convention Committee
Canadian Home Economics Association

Editor's Note—Interested teachers may secure registration forms and further information concerning the program from Miss Duggan, who may be contacted at the University of Alberta, Edmonton. Registration fee is \$10.

To the Editor—

Since many social studies teachers in the province may not be aware of the professional associations which can assist them in the teaching of school geography, I should be grateful if this short letter could be published in your magazine.

The official publication of the National Council of Geography Teachers (U.S.A.) is *The Journal of Geography*, published by Nystrom & Co., 3333 Elston Avenue, Chicago 18, and costing \$4 for nine issues per year. The British equivalent to this organization is the Geographical Association, c/o Park Branch Library, Duke Street, Sheffield 2, which publishes *Geography* four times a year for \$4. In Canada, the Canadian Association of Geographers has been actively promoting interest in all branches of the subject for the last nine years. Among its activities is the preparation and distribution of teaching aids by an education com-

mittee. The Association has also given support to the creation and functioning of regional divisions across the country. Membership fees in the Canadian Association of Geographers are graded from \$3 (student) to \$10 (full) and further information is available either from the Canadian Association of Geographers, Box 421, Ottawa, or from the Department of Geography, University of Alberta, Edmonton.

ROBERT COMMON

Associate Professor of Geography
University of Alberta, Edmonton

To the Editor —

Since the contents of the "Q & A" page of your publication frequently concern themselves with matters of legal nature, we have become avid followers and faithful readers of same. May we make so bold as to compliment you, sir, upon the general standard of excellence maintained in the "A" portion of the page, especially when dealing with extremely difficult "Q" 's. Indeed we have often wondered whether to propose your name for an honorary membership in the Law Society of Alberta or perhaps prosecute you for illegally practising law.

It is with genuine regret that we must point out to you a grievous error in the March, 1960 edition of your column. The question was: "Can a guidance counsellor be required to give evidence divulging information obtained through his professional capacity?". Your simple answer "No", though admirable for its brevity and directness, nevertheless leaves something to be desired: it should have been "Yes".

If a citizen is required to give evidence in a court of law—or for that matter before a tribunal such as your own Discipline Committee—he must truthfully answer all questions put to him which the presiding officer has ruled to be proper. Thus in a proper case a physician may be required to disclose the confidences put to him by his patient, a priest the confessions of his parishioner, an accountant the private information of his client, and a teacher or teaching

TEACHERS WANTED ALBERTA

Indian Day and Residential Schools

Applications are invited for classroom teaching positions in Roman Catholic Indian Day and Residential Schools in the Province of Alberta, beginning September 1, 1960. Salary schedule is based on qualifications and length of experience with annual increments provided and credit for previous teaching experience given to a maximum of six years. Extra allowance for supervision. Isolation allowances payable to teachers in some Northern Schools. Government owned accommodation available.

The experience of teaching in an Indian School is particularly valuable to those teachers who wish to increase their understanding of racial and cultural differences and who are interested in linguistics.

For details and application forms apply to:—

**INDIAN AFFAIRS BRANCH,
716 Federal Building,
Edmonton, Alberta.**

GRANDE PRAIRIE CITY SCHOOL DISTRICT

Invites applications from teachers in the following fields for the term beginning September, 1960:

- ✓ Elementary
- ✓ Junior High
- ✓ Commercial Subjects
- ✓ Ladies' Physical Education

Some administrative positions
available.

Salary Schedule under negotiation.

For application forms and current salary schedule, write to:

**Secretary-Treasurer
Grande Prairie
School District No. 2357
Box 3328
Grande Prairie, Alberta**

counsellor the statement obtained from a student. Only the conversations between a lawyer and his client are surrounded by a mantle of absolute privilege entitling, indeed requiring, the solicitor to refuse to answer any questions related to confidences entrusted to him by his client.

PETER M. OWEN

Field, Hyndman, Field, Owen, Blakey
& Bodner, McLeod Building, Edmonton

Editor's Note—We were thinking, not of a court situation, but rather of where a counsellor was asked by his principal, superintendent, or school board to reveal information given in confidence.

Students Assistance Act

Funds provided for scholarships, grants, and bursaries under authority of *The Students Assistance Act, 1959*, have been designated by the Government of the Province of Alberta as the Queen Elizabeth Education Scholarship Fund.

Financial assistance from this fund is available to university students, vocational students, high school students, student nurses, and to students at the Banff School of Fine Arts.

Application forms and information may be obtained from: The Secretary, Students Assistance Board, Department of Education, Edmonton, Alberta.

SAY YOU SAW IT IN THE ATA MAGAZINE!

Applications are invited for position of Secretary - Treasurer, Edmonton Public School Local, ATA. Salary linked with Edmonton salary schedule as for principal of 18-22 room school.

In letter of application state age, degrees held, teaching certificate, teaching experience, experience in ATA work, and any other pertinent information. Give references.

Apply before June 1, 1960 to—

J. W. BRIGGS

Accommodations Chairman
9147 - 72 Avenue, Edmonton

NEWS FROM OUR LOCALS

Track meet discussed at Benalto-Sylvan Lake

President R. Blick conducted the regular April meeting of the sublocal at which the annual track meet was discussed. It was decided that each school should carry out its own sports day program, possibly with the final winners being decided upon at a combined track meet. Mrs. A. Sterling, C. Akitt, H. Cody, and W. Heinson volunteered to act as a committee to work out the details regarding rules and events. Special guest W. Duke, principal of the Delburne School, in his capacity as chairman of the salary negotiating committee, outlined the progress made in recent salary negotiations. Fifteen members attended the meeting which was held at the Sylvan Lake School on April 27.

Choral festival held in Camrose

The Camrose Local sponsored a school choral festival on the evening of March 5. Eight schools from the Camrose School Division and the City of Camrose took part in the program presenting individual choir numbers. Ed Marken of Camrose Lutheran Choir directed four numbers by the mass choir of 200 voices. The public relations committee sponsored educational articles in local newspapers and over local radio stations during Education Week. A public relations newsletter is being published periodically containing news items of interest to teachers.

Study of Cameron report undertaken by Cold Lake-Grand Centre

Members of the Cold Lake-Grand Centre Sublocal have been considering various aspects of the Cameron report on education. So far, the sections introduced by certain members have dealt with the recommendations concerning teacher education and departmental examinations. Some very stimulating and enlightening discussions have resulted from

the study of this important report on the scope, problems, and challenge of education in Alberta.

Students tour Calgary Institute of Technology and Art

At the April 6 meeting of the Didsbury Sublocal, C. Hildebrandt reported on the visit by 19 high school boys to open house at the Calgary Institute of Technology and Art. The trip was made on March 11. Another interesting item was a report by Pauline Foster on the Education 310 course which will be offered in Olds by the University of Alberta as an evening credit course. Mrs. Grace Banta was presented with a gift in appreciation of her long term as lunch convener.

Wild Life Week sponsored by sublocal

Guest speaker at the Dickson-Markerville Sublocal meeting on April 7 was Elmer Kure, past president of the Alberta Fish and Game Association. Mr. Kure showed interesting slides he had taken in the four western provinces. Members of the Bowden staff were also present at the meeting which was held in the Spruce View School. The sublocal made plans to sponsor Wild Life Week from April 10 to 17 during which period Mr. Kure would show films to the entire student body and speak to the pupils on what they can do to help conserve wild life.

W. J. Mewha gave his report as councillor. He spoke of the success of Education Week and of various activities carried out in many schools. Spruce View held a festival on March 16 at which Mrs. Carl Olsen and Mrs. Einar Larsen acted as adjudicators. They met with the Spruce View staff on March 30 to give their commentary.

Irma Sublocal plans games meet

At their April meeting, teachers of the Irma Sublocal made plans for the annual games meet. The date was set for

May 25. The games meet is planned to give as many students as possible the opportunity to participate, and students from Grade III to Grade X of Irma and Albert Schools will enjoy a day of fast-ball. Teachers assist the committee in charge and many Grade XI and XII students act as umpires. Races will be arranged for the Grade I and II classes.

Q & A

OUR READERS WRITE

THE COUNTY OF ATHABASCA No. 12

invites applications for the following positions:

- Industrial Arts
- Vocational Agriculture
- Commercial

Duties to commence
September 1, 1960.

Salary schedule being negotiated.

W. J. Leskiw
Secretary-Treasurer
Athabasca, Alberta

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J. Butchart, G. O. Haugh, E. A. Soderman

◆ *Does The Alberta Teachers' Association accept a letter of authority as a valid teaching certificate?*

The Association does not determine what is a valid teaching certificate. General authority for certification of teachers resides in the Minister of Education pursuant to section 7 of The Department of Education Act. In accordance with regulations for certification of teachers the Minister has the power to issue letters of authority to persons of suitable professional and/or academic attainment not otherwise qualified for a teacher's certificate.

◆ *Can my school board compel me to attend summer school?*

There is no provision in The School Act which gives a school board this power and consequently the general answer to your question is "no". However, we do not know whether you have given your board or superintendent any commitment to attend summer school. You should know that Association policy urges our members to improve their academic and professional qualifications.

◆ *I am obligated as a bursary student to teach in - - school division for two years. I find that my salary is insufficient to meet the ordinary living expenses for my family and I am going deeper and deeper into debt and this worry is affecting my teaching. What can I do?*

At the risk of oversimplification, we would suggest that you must cut your living expenses to fit your salary or seek some part-time employment to supple-

ment your income. We are not unsympathetic but we feel that your problem can be solved only by being realistic.

◆ *I have been asked to apply for the principalship of . . . school and I know that the present principal does not know that applications for his position are being invited. What should I do?*

Read article 13 of the Code of Ethics. If you want to make certain of your position discuss the matter with the principal. Any school board that adopts this procedure for getting rid of a principal is not likely to be a good employer.

◆ *Does a vice-principal have the right to call students out of my class while I am present without telling me what they have done?*

The problem to which you refer is one of relationship rather than of authority. If it is simply a question of authority, the vice-principal may have that right depending on the organization of the school and the duties assigned by the principal or the school board. Normally, we would expect that there would be cases in which the teacher would be informed and that there could be cases in which there would be no need for consultation.

◆ *I suspended a student from my English class for habitual lack of preparation and I notified the principal. Yesterday the superintendent informed me that I would have to admit the student to my class. Now that he is back I feel that my control over the class has been undermined. What can we do as teachers in such cases?*

Section 369 of *The School Act* sets procedure to be followed in the matter

of suspension of a student from a class or from the school. The reasons for which suspension can be justified are listed. When you suspend a student you must notify the principal and presumably you must inform him of the reasons for your action. The principal must forthwith prepare a written report setting out the relevant information concerning the suspension and send copies to the school board, the superintendent, and the attendance officer. The school board has the right to take whatever action it deems necessary regarding the suspension.

We believe that most school boards would seek the advice of their superintendents before deciding to continue or to lift the suspension. If your decision to suspend was justifiable in the view of the board, we would expect that the student and/or his parents would be required to satisfy the board that there would be no recurrence of the behavior which led to suspension. It would also appear reasonable that the principal and you should be consulted about reinstatement of the student by the superintendent prior to the student's readmission to your class.

◆ *How do teachers know whether a new salary schedule has been negotiated by a district which is advertising for teachers?*

If the advertisement doesn't state that a new schedule has been negotiated, you should request a copy from the school board or get in touch with head office.

◆ *Who has the right of final decision in the matter of promotion of a student?*

The responsibility lies initially with the teacher but in the event of dispute it is subject to the approval of the principal with the final authority being the inspector or the superintendent. (See section 368(1)(g) of *The School Act*.)

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16	15	14	13	12	11	9
23	22	21	20	19	18	17
31	30	29	28	27	26	24
38	37	36	35	34	33	32

Claimed advantages of this newly proposed calendar are:

1. Every job is in a rush. Everyone wants his job yesterday. With this calendar, a customer can order his work on the seventh and have it delivered on the third.
2. All customers want their jobs on Friday, so there are two Fridays in every week.
3. There are seven days at the end of the month for those end-of-the-month jobs.
4. There will be no first-of-the-month bills to be paid as there isn't any "first". The tenth and twenty-fifth also have been omitted in case you have been asked to pay them on one of those days.
5. There are no bothersome non-productive Saturdays and Sundays. No time and half or double time to pay.
6. There's a new day each week called Negotiation Day.

Credit Union Loans

Two attractive features of The Alberta Teachers' Association Savings and Credit Union Limited that should appeal to the majority of the membership are the endowment loan and financial assistance for summer school purposes. Such offerings, it is hoped, will encourage many more teachers to become members.

Your credit union offers its members an opportunity to take out an endowment loan in the amount of \$2,000 for the purchase of shares in the credit union. In effect, the credit union credits a member with 400 \$5 shares under a signed agreement in which the member agrees to save \$2,000 over a period of ten years. An additional \$2,000 life insurance is provided, so that immediately on signing the agreement a member has created a \$4,000 estate payable in case of death.

The loan is covered under CUNA Mutual Insurance Company which guarantees payment of the outstanding balance of the loan on the date of death, in addition to the life insurance. This, of course, means that at all times a total of \$4,000 is protected, and the insurance remains in effect for as long after the loan has been paid in full as the member retains the \$2,000 investment in the credit union.

The loan is repaid at the rate of \$200 per year, payable in monthly instalments of \$20 each calendar month except July and August. No dividend or interest is paid on shares purchased under this plan until the loan has been repaid in full. The credit union agrees, as long as the loan remains in good standing, to insure it with CUNA Mutual Insurance in favor of the member. The amount of life insurance allowed under this plan is fixed according to the age of the member at the time the agreement is signed: up to and including age 54, 100 percent; 55

years to 59 years inclusive, 75 percent; 60 years to 64 years inclusive, 50 percent; 65 years to 69 years inclusive, 25 percent. Over age 69 no insurance is available under this endowment plan.

The cost of providing life insurance and insuring the loan under the endowment plan is carried by the credit union through the use made of the money invested. The plan is so designed and the agreement provides for an allocation of a portion of the payments made during the first four years if a member withdraws before the loan is fully repaid. These amounts that have been retained during the first four years are credited to the member's account in the same amounts during the last five years, so that at the end of ten years the member will have completed the purchase of \$2,000 worth of shares.

The agreement may be cancelled by either party upon 30 days' notice in writing and all shares allotted shall be deemed to be surrendered and the member's debt to the credit union cancelled on receipt of all money paid pursuant to the agreement, after deduction of all necessary expenses incurred by the credit union by reason of the agreement.

Your credit union has money available for loan to its members for provident purposes. Many teachers planning to attend summer school may be in need of financial assistance. The credit union is prepared to offer loans up to \$200 on your own promissory note, or a maximum of \$500 above share investment if suitable security is provided. Interest charged is at the rate of one percent per month on the unpaid balance and provision can be made to allow members an extension of time so that the first payment on the loan would become due October 1.

Teachers' Directory

Department of Education Supervisory and Superintendency Staff

Chief Superintendent of Schools

T. C. Byrne, M.A., Ed.D.

Assistant Chief Superintendent of Schools

H. C. Sweet, B.A., B.Ed.

Special Supervisors

A. A. Aldridge, B.A., Ed.M.

A. Berneice MacFarlane, B.Ed., M.Sc.

J. P. Mitchell, B.Sc., Ed.M.

G. L. Peers, B.A.

Supervisor of Guidance

Supervisor of Home Economics

Supervisor of Industrial Arts

Assistant Supervisor of Guidance

Inspectors of High Schools

G. L. Berry, M.A., B.Ed.

*E. D. Hogson, M.Ed.

J. C. Jonason, M.A., Ed.D.

L. W. Kunelius, B.Sc., M.A.

H. A. MacNeil, M.Ed.

O. Massing, B.A., M.Ed.

R. E. Rees, M.A., Ph.D.

F. M. Riddle, B.Sc., B.Ed.

Department of Education, Edmonton

Department of Education, Edmonton

134 - 8 Avenue East, Calgary

Court House, Lethbridge

5009 Gaetz Avenue, Red Deer

Department of Education, Edmonton

Grande Prairie

*On leave

Superintendents of School Divisions and Counties

Name	Address	Division or County
N. J. Andruski, M.Ed.	Grande Prairie	County of Grande Prairie No. 1
J. B. Bell, B.A., B.Ed.	Warner	County of Warner No. 5
F. Betton, B.Sc.	Brooks	County of Newell No. 4
E. H. Bliss, B.A., B.Ed.	Trochu	Three Hills No. 60
J. H. Blocksidge, B.A., B. Ed.	Vermilion	Vermilion No. 25
A. Brown, B.A., B.Ped., M.Ed.	10707 - 45 Street, Edmonton	At large
T. K. Creighton, M.A.	Stettler	County of Stettler No. 6
W. R. Dean, B.A., B.Ed.	Drumheller	Drumheller No. 30 and Red Deer Valley No. 55
E. M. Erickson, B.A., B.Ed.	Wetaskiwin	County of Wetaskiwin No. 10
F. B. Facey, M.A.	Vegreville	Vegreville No. 19
O. Fadum, M.Ed.	High Prairie	High Prairie No. 48
G. Filipchuk, M.Ed.	Lamont	Lamont No. 18
M. G. Gault, B.S.A., B.Ed.	Athabasca	County of Athabasca No. 12
T. E. Giles, M.Ed.	Fort Vermilion	Fort Vermilion No. 52
I. Goresky, M.A., M.Ed.	Thorhild	County of Thorhild No. 7
H. J. Hall, M.Ed.	Rocky Mountain House	Rocky Mountain No. 15
L. G. Hall, B.A., M.Ed.	Wainwright	Wainwright No. 32

J. R. S. Hambly, B.Sc., M.Ed.	Camrose	Camrose No. 20
F. Hannonchko, B.A., B.Ed.	Stony Plain	Stony Plain No. 23
W. G. Hay, M.A.	Hanna	Berry Creek No. 1 and Sullivan Lake No. 9
G. F. Hollinshead, B.Sc., B.Ed.	1001 - 8 Avenue W., Calgary	Calgary No. 41
M. Holman, M.Ed.	Strathmore	Wheatland No. 40
S. W. Hooper, B.Sc., M.A.	Olds	Olds No. 31
J. S. Hrabi, B.A., M.Ed.	Killam	Killam No. 22
W. Hryciuk, B.A., B.Ed.	Barrhead	County of Barrhead No. 11
A. D. Jardine, B.Sc., M.Ed.	Edson	Edson No. 12
W. S. Korek, B.Sc., B.Ed.	Claresholm	Macleod No. 28
H. A. Kostash, B.A., B.Ed.	Smoky Lake	Smoky Lake No. 39
A. E. Kunst, B.A., B.Ed.	Taber	Taber No. 6
C. M. Laverty, B.A., B.Ed.	134 - 8 Avenue E., Calgary	Calgary Non-Divisional Districts
Russell Leskiw, B.Ed.	Foremost	County of Forty Mile No. 8
R. F. McCormick, B.Sc., B.Ed.	Provost	Provost No. 33
R. V. McCullough, A.B.	Red Deer	Red Deer No. 35
E. G. McDonald, B.A., B.Ed.	Westlock	Westlock No. 37
W. D. McGrath, B.Ed.	Peace River	Peace River No. 10
J. A. McKay, B.Sc., M.A.	147 - 6 Street S.E., Medicine Hat	Medicine Hat No. 4
Munroe MacLeod, M.A.	11642 - 72 Avenue, Edmonton	Edmonton Non-Divisional Districts
O. L. Matson, B.Sc., B.Ed.	Spirit River	Spirit River No. 47
C. G. Merkley, B.Sc.	Cardston	St. Mary's River No. 2
E. C. Miller, B.A.	523 - 13 Street S., Lethbridge	Lethbridge No. 7
N. Myskiw, B.Sc., B.Ed.	Two Hills	Two Hills No. 21
S. N. Odynak, B.Ed.	Lac la Biche	Lac la Biche No. 51
J. B. Percevault, B.Ed.	Bonnyville	Bonnyville No. 46
H. A. Pike, B.Ed.	Holden	County of Beaver No. 9
C. Pynch, B.A., B.Ed.	Leduc	Leduc No. 49
R. Racette, B.A.	St. Paul	St. Paul No. 45
G. J. Rancier, B.Ed.	Oyen	Acadia No. 8
J. E. Reid, B.Ed.	Castor	Castor No. 27 and Neutral Hills No. 16
H. R. Ross, B.Sc., B.Ed.	Lacombe	Lacombe No. 56
A. L. Schrag, B.Sc., B.Ed.	Vulcan	County of Vulcan No. 2
S. D. Simonson, B.Sc., B.Ed.	High River	Foothills No. 38
J. F. Swan, B.A., B.Ed.	10636 - 79 Avenue, Edmonton	Sturgeon No. 24
K. H. Thomson, M.A., Ed.D.	Pincher Creek	Pincher Creek No. 29
H. Toews, B.Ed., M.Ed.	Grande Prairie	East Smoky No. 54 and Grande Prairie Inspectorate
L. A. Walker, B.A., B.Paed.	10426 - 81 Avenue, Edmonton	Clover Bar No. 13
C. M. Ward, B.Sc., B.Ed.	Sangudo	Lac Ste. Anne No. 11
R. M. Ward, B.Ed.	Fairview	Fairview No. 50
E. W. White, B.A.	Ponoka	County of Ponoka No. 3

Some changes in this listing are expected but they will not be effective until September, 1960.

Superintendents of Urban School Districts

Name	Address	District
Hilaire E. Beriault, B.A.	10421 - 159 Street, Edmonton	Jasper Place CS No. 45
L. H. Bussard, M.A., M.Ed.	Lethbridge Collegiate Institute, Lethbridge	Lethbridge No. 51
R. A. Cannon, B.A.	1347 - 12 Avenue West, Calgary	Calgary CS No. 1
G. H. Dawe, M.Ed.	4747 - 53 Street, Red Deer	Red Deer No. 104
J. C. Jensen, B.Ed., M.Sc.	Drumheller	Drumheller No. 2472
R. A. Kimmitt, M.Ed.	425 - 18 Street South, Lethbridge	Lethbridge CS No. 9
A. A. O'Brien, B.A.	9807 - 106 Street, Edmonton	Edmonton CS No. 7
R. N. Paton, B.Sc.	Wetaskiwin	Wetaskiwin No. 264
W. P. Wagner, B.A., M.Ed.	10733 - 101 Street, Edmonton	Edmonton Public No. 7
R. Warren, B.A., Ed.M.	McDougall School, Calgary	Calgary Public No. 19
Peter F. Bargaen, M.A., Ph.D.	10034 - 155 Street, Edmonton	West Jasper Place No. 4679

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 Stony Plain No. 23
 St. Paul No. 45
 Sturgeon No. 24
 Sullivan Lake No. 9
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District and Number

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St. Joseph CS No. 28

St. Louis CS No. 21

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Bowness No. 4590
Brooks No. 2092
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Devon No. 4972
Hanna No. 2912
High River No. 144
Lodgepole No. 5073
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Montgomery No. 4967

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Stettler No. 1475
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St. Paul No. 2228
Thibault CP No. 35
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Beaverlodge CS No. 68
Beverly CS No. 52
Bow Island CS No. 82
Bowness CS No. 69
Bow River CS No. 55
Coaldale CS No. 73
Cold Lake CS No. 64
Glen Avon PS No. 5
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Rev. Charles J. Clancy, Box 419, Bowness

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Rev. Gregory McLellan, Box 566, Coaldale

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A. Martineau, Peace River

M. Onychuk, 10421 - 159 Street, Edmonton

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H. Armstrong, P.O. Box 60, St. Albert

Rev. B. Brown, McMurray

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 St. Michael's CS No. 18
 St. Thomas More CS No. 35
 Ste. Marie CS No. 36
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 Theresetta CS No. 23
 Valleyview CS No. 84
 Wainwright CS No. 31

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 Bridge Creek No. 4984
 Buffalo Park No. 5047
 Burmis Camp No. 5066
 Canmore No. 168
 Chipewyan No. 4924
 Chisholm No. 4632
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 Desmarais No. 5112

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Portsmouth No. 3705

Ralston No. 4961

Seebe No. 4152
South Wapiti No. 4623
St. Isidore No. 5054
Sweetgrass No. 5110
Trout Lake No. 5111

*Utikuma No. 4904

Wabasca No. 5113

Waterton Park No. 4233

*Wolf Lake No. 4894

Battersea CS No. 78
Breynat CS No. 53
Clandonald CS No. 29
Egremont CS No. 80
Fort Chipewyan CS No. 57
Fort Vermilion CS No. 26
Jubilee PS No. 4
St. Laurent CS No. 47
Ste. Bernadette CS No. 34

Villages

Cochrane No. 142
Stirling No. 647
Turner Valley No. 4039
Assumption CS No. 50
Killam CS No. 49
Pontmain CS No. 20
Sexsmith CS No. 51
St. Aubin CS No. 24
St. Rita's CS No. 27

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Cherry Point No. 79
Crownsnest No. 78
Falher No. 69
Forestburg No. 45
Galahad No. 62
Great Bend No. 42
Lousana No. 38
Nanton No. 50
Parkland No. 51

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Station, Manyberries

D. H. Williams, Suffield Experimental Station,
Ralston

J. T. Crowder, Seebe

H. Toews (OT), Box 130, Grande Prairie
Evens Lavoie, Peace River

E. G. Wahlstrom (OT), Slave Lake

Rev. R. Vandersteene (OT), c/o E. Racine, Canyon
Creek

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James Mitchell, Nanton

Mrs. R. Howey, Parkland

OT Official Trustee
CS Roman Catholic Separate
CP Roman Catholic Public
PS Protestant Separate
* Metis School

Teachers Awarded Life Memberships in 1959

Name	District, Division or County	Address	Years of service in Alberta
Sidney Bowden	Calgary S.D. 19	Calgary	31.4
Norman F. Brand	Calgary S.D. 19	Calgary	28.5
Milton W. Brock	Calgary S.D. 19	Calgary	38
*Dorothy K. Cameron	Edmonton S.D. 7	Edmonton	34.1
Herbert D. Cartwright	Calgary S.D. 19	Calgary	42
Elizabeth May Cheer	Ponoka County 3	Calgary	31.5
Lloyd M. Colwell	Calgary S.D. 19	Victoria, B.C.	40.3
*Ernest E. Culley	Calgary S.D. 19	Calgary	32.5
Ruth Joy Ekelund	Pincher Creek S.D. 29	Twin Butte	25.3
Harry B. Freeman	Calgary S.D. 19	Calgary	42.9
Daphne N. Garrison	Vegreville S.D. 19	Westlock	24.8
Lenore M. Graham	Edmonton S.D. 7	Edmonton	31.5
Mary E. Hall	Edmonton S.D. 7	Edmonton	39.2
Pearl Henderson	Medicine Hat S.D. 76	Medicine Hat	40.4
May Hopkins	Edmonton S.D. 7	Edmonton	37.9
Vivian J. Keith	Calgary S.D. 19	Calgary	43.2
*Evan Harold Kelly	Castor S.D. 27	Delburne	36.1
Grace E. Lynch	Calgary Sep. S.D. 1	Calgary	40.4
Robert G. McDiarmid	Edmonton S.D. 7	Edmonton	41
C. G. B. McKenzie	Foothills S.D. 38	Okotoks	38.4
Mildred MacPherson	Calgary Sep. S.D. 1	Windsor, Ont.	35.2
Stephen N. Matei	East Smoky S.D. 54	Langley, B.C.	22.9
Ethalinda A. Morrison	Grande Prairie S.D. 2357	Edmonton	33.8
Frederick J. O'Brien	Calgary S.D. 41	Calgary	40.6
Eli Elmer Oliver	Fairview S.D. 50	Fairview	39.1
Leonora D. Park	Lac Ste. Anne S.D. 11	Edmonton	24.8
A. J. H. Powell	Edmonton S.D. 7	Sun Valley, Calif.	34.2
*Roscoe G. Powell	Calgary S.D. 19	Calgary	40.6
Finlay R. Reid	Bonnyville S.D. 46	Edmonton	34.6
Bessie A. Robertson	Calgary S.D. 19	Calgary	46.6
Grace H. Robinson	Calgary S.D. 19	Calgary	35
James E. Simpson	Edmonton S.D. 7	Edmonton	36.7
Robert E. Stewart	Calgary S.D. 19	Calgary	33
Elizabeth A. M. Storm	Grande Prairie County 1	Royston, B.C.	41.6
Helen Jean Tait	Calgary S.D. 19	Calgary	36
*John Gerald Third	Three Hills S.D. 60	Forest Lawn	34.1
Beatrice I. Todd	Leduc S.D. 49	Edmonton	39.8
Florence S. Todd	Calgary S.D. 19	Edmonton	43.1
Katherine Verrier	Calgary S.D. 19	Calgary	41.1
Ralph L. Whitney	Red Deer S.D. 35	Red Deer	40.6
Thomas W. Williams	Edmonton S.D. 7	Royal Oak, B.C.	40.2
C. B. Willis	West Jasper Place S.D. 4679	London, Ontario	42
Hilda M. Willison	Calgary S.D. 19	Calgary	39.6
Ivy Snow Wilson	Calgary S.D. 19	Oak Bay, B.C.	37.7

*Awarded posthumously

THE SECRETARY REPORTS

Accreditation

One of the potentially most important recommendations of the Cameron Commission report is that proposing accredited schools and school systems. As the report says, "accredited" means literally that the central government through its Department of Education vouches for or certifies that some schools or school systems are competent to manage certain essential services for themselves. The report goes on to outline three principles basic to accreditation: the effects of regimentation by regulation as opposed to independence and freedom, the transfer of function only to those schools and systems qualified, and the retention of provincial control in those matters where provincial management is necessary in the public interest.

The effects of accreditation on education in Alberta could be far reaching. It is said that in the United States, since the Conant report, *The American High School Today*, communities have examined their high schools and tested them against Conant's criteria of adequacy. Some communities can boast of a "Conant-type high school" while others must first correct some deficiency. If a similar reaction were to develop in Alberta, with communities priding themselves on an accredited school or school system, accreditation might well prove to be a tremendous stimulus to the betterment of education. A second effect of accreditation would be the increased responsibility which would fall on teachers, principals, and superintendents. No longer would it be possible to hide behind the shield of "departmental regulations". In the matters which are handed over to the local authority, the freedom of accreditation would carry with it the corresponding responsibility for decision and action.

There are two major problems in accreditation. The first is the criteria, and the second is the division of responsibility between those which, in the public interest, must remain under provincial control as opposed to those which can be safely assigned to qualified schools and school systems.

What criteria should determine that some schools or school systems are competent to manage certain (as yet unspecified) essential services for themselves? Surely, such criteria must be

those which determine excellence in education. Perhaps some of the following should be included.

■ **Teacher qualifications**—As the Commission report states, "The teacher is the keystone." A minimum criterion would be that the teacher is certificated for the grades taught. This would currently mean that a teacher with a Junior Elementary certificate, lacking matriculation, could teach Grade IX in an accredited school. Is this good enough? At the secondary level, does certification guarantee the academic background desirable?

■ **Graded schools**—A minimum criterion might be one teacher per division in the elementary school, one per grade in the junior high school, and standard instruction time in the senior high school. Can Grades I, II, and III be effectively taught by one teacher? Is this an adequate criterion?

■ **Placement**—A minimum criterion might be assignment to classroom duties according to qualifications. There are, however, marked differences in teaching Grade I and Grade VI, or in teaching Grade VII and Grade XII. Should teacher preference be recognized here, on the assumption that teachers perform best when they feel satisfied with their placement?

■ **Diversified secondary program**—A minimum criterion might be the academic, general, technical, and commercial programs available to all students of the system. Such a criterion would eliminate most, if not all, non-urban school systems, if the two latter programs were adequately defined. Should diversified secondary education be a criterion, or must we admit that the secondary school has little or nothing to offer the non-academically talented?

■ **Class size**—It is said that in Russia the teacher-pupil ratio is 1:17, in Great Britain it is 1:21, while in Alberta it is 1:26. Would a maximum class size of 25 pupils be a criterion of educational excellence?

■ **Per pupil expenditure**—It is generally true that in our society we get what we pay for. Should per pupil expenditure, perhaps differing for elementary, junior high school, and senior high school grades, be a criterion for accreditation?

One could go on and on, enumerating factors which presumably determine educational excellence. A few others can be mentioned: teacher retention versus teacher turnover; length of teacher experience; transportation facilities; school libraries; size

and equipment of laboratories; adequacy of gymnasias, auditorias, and school playgrounds. The list is as long as those factors needed for good education.

What are minimum criteria for accreditation? Every teacher, every principal, every superintendent—indeed, every parent and every child, has a vital stake in this matter. Accreditation in Alberta, like the Conant-type high school in the United States, could become a vitalizing force in educational improvement.

Stanley Clarke

Notice regarding Application for Pension by Retiring Teachers

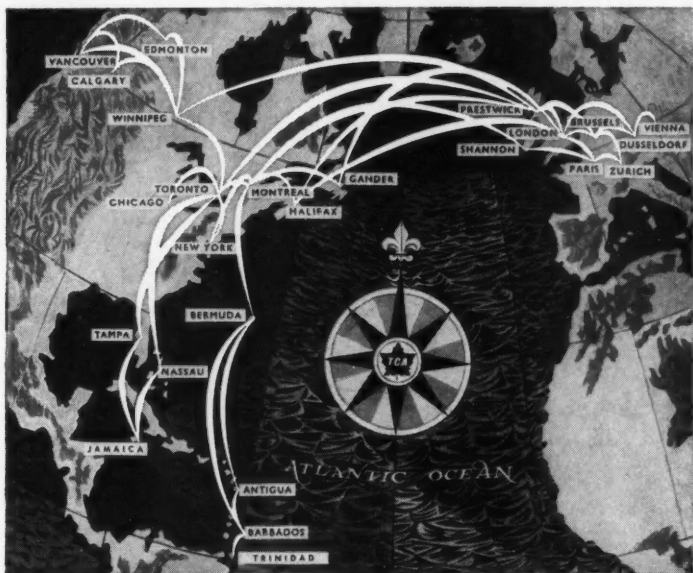
The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically, and that it is necessary for them to make application.

All teachers who plan to retire as at June 30, 1960 are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office before **September 1, 1960** if pension is to begin as of September 1 (see 9(f)). The application forms may be obtained from the office of the **Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.**

**Board of Administrators
Teachers' Retirement Fund**

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of 60 years and who has completed not less than 15 years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.



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in one respect—there, the breezes come fresh from the broad Atlantic! Hotel rates are lower than in the high season, and there is a wider choice of accommodation. There are bargains in inclusive tours. You can stay a week in Nassau, for example, for only \$64, including two meals a day. Ask for full details and colourful literature.



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